

State of Utah

Individuals with Disabilities Education Act 2004

Annual Performance Report

**FFY 2012
(2012–2013)**

**Prepared by the
Utah State Office of Education
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The Utah State Board of Education

Members of the Utah State Board of Education

District 1

Vacant

District 2

Keith M. Buswell
1027 West 3800 North
Pleasant View, UT 84414

District 3

Michael G. Jensen
4139 South Aubrey Lane
West Valley City, UT 84128

District 4

David L. Thomas
7875 South 2250 East
South Weber, UT 84405

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010

District 6

Dan Griffiths
7302 Aerie Hill Drive
West Jordan, UT 84081

District 7

Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108

District 8

Jennifer A. Johnson
802 Winchester Street #100
Murray, UT 84107

District 9

Heather Groom
5586 West Timber Ridge Lane
Highland, UT 84003

District 10

David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020

District 11

Jefferson Moss
1668 Aspen Circle
Saratoga Springs, UT 84045

District 12

Dixie Allen
218 West 5250 North
Vernal, UT 84078

District 13

C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604

District 14

Debra G. Roberts
PO Box 1780
Beaver, UT 84713

District 15

Barbara W. Corry
1022 Cedar Knolls
Cedar City, UT 84720

Board of Regents Representative

Teresa L. Theurer
33 Canterbury Lane
Logan, UT 84321-6714

Board of Regents Representative

Marlin K. Jensen
1500 North 7900 East
Huntsville, UT 84317

Coalition of Minorities Advisory Committee

Freddie Cooper
1307 West 200 North
Clearfield, UT 84105-8601

UCAT Representative

James (Jim) V. Olsen
5656 West 10770 North
Highland, UT 84003-9088

Charter School Representative

Kristin Elinkowski
3261 Twin Peaks Drive
Layton, UT 84040

USBA Advisory Appointment

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

Chief Executive Officer

Martell Menlove

Secretary to the Board

Lorraine Austin

Table of Contents

Part B Annual Performance Report Overview	2
Summary of Utah's Annual Performance Report (APR) for FFY 2012 (2012-2013) and Trend Data.....	6
Indicator 1 Graduation Rates	11
Indicator 2 Dropout Rates	14
Indicator 3 Participation & Performance on Statewide Assessments.....	17
Indicator 4 Suspension and Expulsion Rates	30
Indicator 5 Least Restrictive Environment Placement (Ages 6–21).....	36
Indicator 6 Least Restrictive Environment Placement (Ages 3-5)	41
Indicator 7 Preschool Outcomes.....	44
Indicator 8 Parental Involvement	51
Indicator 9 Disproportionality in Special Education.....	55
Indicator 10 Disproportionality by Disability Category	59
Indicator 11 Evaluation & Eligibility 60-Day Timeline.....	63
Indicator 12 Transition from Part C to Part B.....	68
Indicator 13 School to Post-School Transition Plans.....	73
Indicator 14 Post-School Outcomes	79
Indicator 15 General Supervision: Correction of Noncompliance.....	95
Indicator 18 Resolution Sessions.....	104
Indicator 19 Mediation.....	105
Indicator 20 Data & Reporting.....	106
Appendix A Acronyms	110
Appendix B Improvement Activities	112
Appendix C Parent Involvement Survey	138

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, teams of Education Specialists at the Utah State Office of Education Special Education Services section (USOE-SES) 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-SES staff members participated in the July–August 2013 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 ongoing OSEP teleconferences and the Mountain Plains Regional Resource Center (MPRRC) Director teleconferences. Further consultation was provided through telephone calls with Utah's OSEP State contact and through technical assistance provided by MPRRC Center staff.

During the FFY 2012 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).

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 (<http://www.schools.utah.gov/sars/Quick-Links/Performance-Plan.aspx>) and referenced in 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, Utah's Parent Training and Information Center. Prior to April 15th of each year, the USOE-SES 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 (<http://www.schools.utah.gov/sars/Quick-Links/Performance-Plan.aspx>) 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.

Sampling Methodology

Sampling is utilized for Indicator 8. The sampling methodology that is used is explained in the body of this indicator as well as in the SPP. The sampling plan for Indicator 8 was formally approved by OSEP in December 2007.

Non-required Indicators for FFY 2012 APR:

According to the Part B Indicator Measurement Table, released by OSEP in October 2013, 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. In addition, Utah is not required to report Indicator 20 data with the February 3, 2014 APR submission.

Numbers of LEAs Included in the APR

The number of LEAs for Indicators 3A, 4A, and 4B is 120; the number of LEAs for Indicators 9 and 10 is 126. This is because Indicators 4A and 4B are using 2011–2012 data, Indicator 3A does not have baseline data for the six new LEAs during 2012–2013, while Indicators 9 and 10 use 2012–2013 data. Utah's number of LEAs increases annually due to the increase in number of new public charter schools.

The number of LEAs for Indicator 1 is 68. This is because some small LEAs did not have students exiting twelfth grade and many charter schools did not include grades 9–12 in FFY 2012. The number of LEAs for Indicator 2 is 89, as the USOE definition of dropouts includes only students ages 14–21. LEAs whose enrollment did not include students within this age range in FFY 2012 are not included in the dropout report.

Utah's Special Education Monitoring Process

The Utah State Office of Education, Special Education Services (USOE-SES) has the responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA). This responsibility is administered within the framework of supporting positive results for students with disabilities. USOE-SES's results-driven accountability and continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance as well as improvement of outcomes for children with disabilities. Previous Utah Program Improvement Planning System (UPIPS) implementation has been generally effective in assisting LEAs in maintaining procedural compliance with federal and state regulations, and has also resulted in increased LEA commitment to the monitoring process.

The 2013 revision of UPIPS continues to provide a focus on LEA performance on USOE APR indicators, as well as provide additional levels of USOE-SES support for LEAs with continuing uncorrected compliance issues which have not been corrected in one year, creating a process that is differentiated by results. This differentiation will include the level of monitoring by the USOE-SES according to the LEA's performance in a variety of pre-identified areas and indicators. Methods and procedures used to implement UPIPS are consistent but flexible, in order to adapt to the individual needs of students, educational settings, and administrative realities.

While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

The monitoring system has five major objectives:

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities by linking LEA data, including APR data, to improvement efforts.
- Ensure compliance with IDEA federal regulations and Utah State Board of Education Special Education Rules.
- Connect LEA-level and school-level improvement efforts with IDEA requirements.
- Support each school district and charter school in the process of self-assessment, evaluation, and improvement of compliance and program effectiveness.
- Link program improvement activities with long-range, multi-year professional development planning.

The overall system is based on the following underlying principles or themes:

- Continuity. An effective accountability system is continuous rather than episodic, is linked to systemic change, and integrates self-assessment with continuous feedback and response.

- Partnership with stakeholders. The LEA works in partnership with diverse stakeholders. This collaboration affects the following areas: the collection and analysis of self-assessment data; the identification of critical issues and solutions to problems; and the development, implementation, and oversight of improvement strategies to ensure compliance and improved results for students with disabilities.
- LEA accountability. LEAs are accountable for identifying strengths and areas of concern based upon data analysis; identifying, implementing and revising strategies for program improvement; and submitting annual measurement and progress reports.
- Self-Assessment. Each LEA works with stakeholders to design and implement a Self-Assessment process that focuses on improving results for students with disabilities.
- Data-driven process. The improvement process in each LEA is driven by data that focuses on improved results for students with disabilities. Each LEA collects and uses data on an ongoing basis, aligned with both the USOE's and the LEA's performance goals and indicators. Data that are available and can be critical to the Self-Assessment process include APR indicators, as well as personnel needs, graduation and dropout rates, performance of students with disabilities on state- and district-wide assessments, rates at which students with disabilities are suspended and/or expelled from school, and rates of identification and placement of students from minority backgrounds.
- Technical assistance. The focus of the monitoring process is on continuous improvement; therefore technical assistance is a critical component of the process. Key components of technical assistance are the identification and dissemination of promising practices and professional development. LEAs are encouraged to include these components as part of their improvement plan.

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-SES, 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), Individual Education Programs (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-SES; 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 practices and the USOE-SES 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-SES 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-SES'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-SES 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 the 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 35 total targets contained within the 18 indicators that are required to be reported this year, Utah met 16 (an increase in five since FFY 2011). Utah continued to meet the (100% and/or 0% compliance) compliance targets on four of the seven compliance indicators that are required to be submitted. The other three compliance indicators reflected 87.72%, 98.88%, and 99.36% levels of substantial compliance within required timelines.

Utah met performance targets in areas of decreasing dropouts, students with disabilities participating in Statewide assessments, Least Restrictive Environment (LRE) for students ages 3–21, parent involvement, and areas of post-school outcomes pertaining to employment and training. Although it did not meet all FFY 2012 targets, Utah continues to improve graduation rates for students with disabilities, proficiency of students with disabilities in Mathematics in Grades 3–8, the percentage of preschool students who substantially increased their rate of growth by the time they turned six years of age or exited the preschool program in the areas of social-emotion and knowledge and skills, and post-secondary outcomes in higher education.

Utah remains committed to improving the results for children and youth with disabilities and will address the Indicators in which targets were not met and/or showed no improvement in the new SPP.

Display I-1: Summary of Utah’s Annual Performance Report (APR) for FFY 2012 (2012–2013) and Trend Data

Indicator #	Indicator	Indicator Description	FFY 2012 Actual Data	FFY 2012 Targets	FFY 2011 Rate	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.	60.90%	71.80%	58.60% ¹	85.10%	81.00%	80.10% ²	71.10%	72.90%	No
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	4.50%	<5.32%	4.50%	4.20%	4.50%	5.65%*	4.80%	4.80%	Yes
3	Statewide Assessment	<i>Participation and performance of children with IEPs on Statewide assessments.</i>									
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 Grades 3–8.	25.49%	58.39%	42.71%	N/A ³	N/A	N/A	N/A	N/A	No
		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.	12.82%	42.38%	29.41%	N/A	N/A	N/A	N/A	N/A	No
		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.	26.47%	62.00%	52.08%	N/A	N/A	N/A	N/A	N/A	No
		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.	26.19%	63.16%	56.76%	N/A	N/A	N/A	N/A	N/A	No
3B	Participation Rate	Participation rate for children with IEPs.									
	English Language Arts	Participation rate of Grades 3–8 and grade 10 students.	99.56%	95.00%	99.49%	99.56%	99.66%	99.58%	99.53%	99.67%	Yes
	Mathematics	Participation rate of Grades 3–8 and 10–12 students.	99.70%	95.00%	99.12%	99.42%	99.69%	99.51%	98.06%	98.17%	Yes

¹ Calculation for graduation changed during FFY 2011.

² Change in indicator/calculation/target.

³ Indicator 3A was revised in FFY 2012 due to Utah’s ESEA Flexibility Waiver.

Indicator #	Indicator	Indicator Description	FFY 2012 Actual Data	FFY 2012 Targets	FFY 2011 Rate	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?	
3C	Proficiency Rate	Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.										
	English Language Arts	Proficiency rate of Grades 3–8. Proficiency rate Grade 10.	51.61% 52.65%	62.00% 63.16%	52.07% ⁴ 54.39%	N/A	N/A	N/A	N/A	N/A	No No	
	Mathematics	Proficiency rate of Grades 3–8. Proficiency rate of Grade 10.	47.11% 22.96%	58.39% 42.38%	45.79% 26.05%						No No	
4	Suspension/Expulsion Rates	<i>Rates of Suspension/Expulsion</i>										
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%	0.00%	0.00%	Yes
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%	0.00%	N/A	N/A	N/A	N/A	N/A	Yes
5	LRE for Students (6–21)	<i>Percent of children with IEPs aged 6 through 21 served:</i>										
5A	Regular Classroom	Inside the regular class 80% or more of the day.	56.35%	55.84%	55.29%	54.98%	53.58%	52.36%	51.40%	50.64%	Yes	
5B	Separate Classroom	Inside the regular class less than 40% of the day.	13.48%	<13.82%	13.96%	14.20%	15.06%	15.33%	15.40%	15.82%	Yes	
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	2.79%	<3.15%	3.15%	3.08%	3.06%	3.23%	3.25%	3.23%	Yes	
6	LRE for Children (3–5)	<i>Percent of children aged 3 through 5 with IEPs attending:</i>										
6A	Regular EC Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	40.58%	36.41%	36.31%	N/A	N/A	N/A	N/A	N/A	Yes	
6B	Separate Facilities	Separate special education class, separate school, or residential facility.	38.01%	<41.26%	41.36%	N/A	N/A	N/A	N/A	N/A	Yes	

⁴ Indicator 3C Targets were revised and baseline collected in FFY 2012 due to Utah's ESEA Flexibility Waiver.

Indicator #	Indicator	Indicator Description	FFY 2012 Actual Data	FFY 2012 Targets	FFY 2011 Rate	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
7	Preschool Outcomes for Children (3–5)	<i>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</i>									
7A	Social-Emotional	Positive social-emotional skills (including social relationships);	88.51% ⁵ 45.89% ⁶	94.10% 53.74%	88.20% 47.60%	94.83% 56.41%	94.00% 52.73%	N/A	N/A	N/A	No No
7B	Knowledge and Skills	Acquisition and use of knowledge and skills (including early language/communication and early literacy); and	87.95% ⁷ 40.30% ⁸	93.35% 50.20%	86.5% 43.7%	94.50% 54.78%	94.10% 51.84%	N/A	N/A	N/A	No No
7C	Appropriate Behaviors	Use of appropriate behaviors to meet their needs.	88.42% ⁹ 57.69% ¹⁰	93.79% 68.70%	88.70% 61.90%	94.35% 69.82%	93.68% 67.97%	N/A	N/A	N/A	No No
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.	89.83%	89.27%	89.18%	89.50%	87.24%	87.30%	85.20%	83.60%	Yes
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%	0.00%	Yes
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%	0.00%	Yes
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.)	98.88%	100.00%	97.70%	94.58%	97.41%	96.90%	96.60%	95.20%	No

⁵ 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 six years of age or exited the program.

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

⁷ 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 six years of age or exited the program.

⁸ Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned six years of age or exited the program.

⁹ 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 six years of age or exited the program.

¹⁰ Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned six years of age or exited the program.

Indicator #	Indicator	Indicator Description	FFY 2012 Actual Data	FFY 2012 Targets	FFY 2011 Rate	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
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.	99.36%	100.00%	99.83%	99.6.00%	98.45%	98.60%	95.10%	93.10%	No
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.	87.72%	100.00%	86.03%	58.00%	¹¹	¹²	78.64%	41.38%	No
14	Postsecondary Outcomes	<i>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</i>									
14A	Higher Ed	Enrolled in higher education within one year of leaving high school.	27.60%	28.60%	24.90%	33.10%	¹³	¹⁴	79.40%	71.50%	No
14B	Higher Ed or Competitively Employed	Enrolled in higher education or competitively employed within one year of leaving high school.	66.30%	55.30%	64.70%	68.10%					Yes
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.	81.01%	72.80%	80.90%	80.60%					Yes
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.	100.00%	100.00%	100.00%	99.83%	99.48%	99.00%	98.00%	95.00%	Yes

¹¹ Not required for FFY 2009 APR.

¹² Change in Indicator/Calculation/Target and not required for FFY 2008 APR.

¹³ Not required for FFY 2009 APR.

¹⁴ Change in Indicator/Calculation/Target and not required for FFY 2008 APR.

Indicator #	Indicator	Indicator Description	FFY 2012 Actual Data	FFY 2012 Targets	FFY 2011 Rate	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
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	No longer required	100.00%	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	No longer required	100.00%	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<10	85.00%	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<10	90.00%	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.	91.30%	100.00%	100.00%	97.70%	95.24%	97.62%	100.00%	100.00%	N/A

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2011–2012)	71.8% graduation rate or 2 percentage points improvement from the previous year's rate. Targets are the same as the annual graduation targets under Title I of the ESEA. (FFY 2011 graduation rate = 58.6%)

Actual Data for FFY 2012 (2011–2012 data): 60.9%

Display 1-1: Graduation Rate

	FFY 2012
# of graduates	2,510
# of students in the cohort	4,121
Graduation Rate	60.9%

The target of 71.8% was not met; however, the ESEA target of two percentage points improvement from the previous year's rate (i.e., 58.6%) was met, as was Utah's ESEA improvement goal.

In FFY 2012, 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 U.S. 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:

$$\frac{\text{Number of on-time graduates in the cohort}}{\text{Number of 9}^{\text{th}} \text{ graders in the cohort minus the number of students who transferred out of the public education system}}$$

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. Utah used the same data for reporting to the U.S. Department of Education under Title I of the ESEA.

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 Utah State Board of Education (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.

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) system to ensure more accurate LEA data submission by:

- allowing LEAs to submit data, including exit data, more frequently;
- 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.

Explanation of Progress that occurred for FFY 2012 (Data Year 2011–2012):

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 UAA, the graduation rate reported in the FFY 2011 APR were baseline data. Display 1-2 shows the FFY 2012 graduation rates in comparison to the FFY 2011 Baseline data.

Display 1-2: Graduation Rate of Students with Disabilities for FFY 2012, Compared to FFY 2011

	FFY 2011 (Data year 2010–2011)	FFY 2012 (Data year 2011–2012)
# of graduates	2,325	2,510
# of students in cohort	3,967	4,121
Graduation Rate	58.6%	60.9%

Although the target of 71.8% graduation rate was not met, the rate showed a 2.1 percentage point improvement rate over the previous year’s rate, which met the Utah ESEA improvement goal.

In order to demonstrate a complete picture of the graduation rate in Utah for students with disabilities, the USOE-SES staff conducted an additional review of student data which indicates an additional 231 students with disabilities who were coded "retained seniors" received high school diplomas in 2012. USBE Administrative Rule R277-419-4 defines a “retained senior” as a student beyond the general compulsory education age who is authorized at the discretion of the LEA to remain in enrollment as a

high school senior in the year(s) after the cohort has graduated due to: sickness; hospitalization; pending court investigation or action or both; or other extenuating circumstances beyond the control of the student. A review of Adult Education data indicates an additional 15 young adults, aged 16–19, who self-identified as having received special education services, graduated in 2012 with an Adult Education Diploma based on Carnegie units. **The federal graduation rate is based on the number of students who receive a high school diploma within four years. If the additional 246 students who received a diploma after their cohort had graduated or received an adult education diploma were included in the calculation, the graduation rate for FFY 2012 would be 68.8%.**

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance the State reported for FFY 2011 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above)	NA
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	NA
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	NA

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2011–2012)	The percent of students with disabilities who drop out of high school will be less than 5.32%.

Actual Data for FFY 2012: 4.5%

Display 2-1: Dropout Rate

	FFY 2012 (Data Year 2011–2012)
# of dropouts	842
# of total students	18,765
Dropout Rate	4.5%

The target of less than 5.32% was met.

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 (842) by the total number of youth with IEPs who left high school (ages 14–21) (18,765). 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 (i.e., number of total students) 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 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.

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. Utah used the same data for reporting to the U.S. Department of Education under IDEA section 618 through EdFacts C009.

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 UTREx system is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data, including exit data, more frequently;
- 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.

Explanation of Progress/Maintenance that occurred for FFY 2012:

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 2012 dropout rate is the same as the FFY 2011 dropout rate, indicating the dropout rate of students with disabilities has remained level, despite an increase in the total number of students.

Display 2-2: Dropout Rate of Students with Disabilities, FFY 2011–2012

	FFY 2011 (Data Year 2010–2011)	FFY 2012 (Data Year 2011–2012)
# of dropouts	810	842
# of total students	18,148	18,765
Dropout Rate	4.5%	4.5%

An analysis of dropout data indicated that of the 842 students who dropped out of school in 2011–2012, 163 (19.4%) returned to school by October 1, 2013. Forty-one of these students continued in high school, and 30 graduated in 2012–2013 with a regular high school diploma or an Adult High School Completion Diploma (based on Carnegie units).

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above]	N/A
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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 = $[(\# \text{ of LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup}) \div (\text{total \# of LEAs that have a disability subgroup that meets the State's minimum "n" size})] \times 100$. 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 = $[(\# \text{ of children with IEPs participating in an assessment}) \div (\text{total \# of children with IEPs enrolled during the testing window, calculated separately for English Language Arts and Mathematics})]$. 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 = $([(\# \text{ of children with IEPs scoring at or above proficient against grade level, modified, and alternate academic achievement standards}) \div (\text{total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for English Language Arts and Mathematics})]$. 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
<p align="center">2012 (Data Year 2012–2013)</p>	<ul style="list-style-type: none"> A. The percent of LEAs that made Annual Measurable Objectives (AMO) targets in the students with disabilities subgroup will increase to: 58.39%* for Grades 3–8 Mathematics assessments, 42.38%* for Grade 10 Mathematics assessments, 62.00%* for Grades 3–8 English Language Arts assessments, and to 63.16%* for Grade 10 English Language Arts assessments. B. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2012–2013. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2012–2013.

	<p>C. The percent of Grades 3–8 students and Grade 10 students who are proficient in Mathematics assessments will be 58.39%* and 42.38%*, respectively. The percent of Grades 3–8 students and Grade 10 students who are proficient in English Language Arts assessments will be 62.00%* and 63.16%*, respectively.</p> <p>*In July 2012 Utah’s Elementary and Secondary Education Act (ESEA) Flexibility was approved. AMO targets were reset and a six year trajectory was established beginning in FFY 2011 as per Utah’s approved ESEA waiver.</p>
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Display 3-1: Actual Data for FFY 2012:

Indicator	Topic	Target	Actual Data	Met or Not Met
3A.	AMO: Mathematics Grades 3–8	58.39%	25.49%	Not Met
3A.	AMO: Mathematics Grade 10	42.38%	12.82%	Not Met
3A.	AMO: English Language Arts Grades 3–8	62.00%	26.47%	Not Met
3A.	AMO: English Language Arts Grade 10	63.16%	26.19%	Not Met
3B.	Participation: Mathematics	95.00%	99.56%	Met
3B.	Participation: English Language Arts	95.00%	99.70%	Met
3C.	Proficiency: Mathematics Grades 3–8	58.39%	47.11%	Not Met
3C.	Proficiency: Mathematics Grade 10	42.38%	22.96%	Not Met
3C.	Proficiency: English Language Arts Grades 3–8	62.00%	51.61%	Not Met
3C.	Proficiency: English Language Arts Grade 10	63.16%	52.65%	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 2012:

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 2012 (Data Year 2012–2013)	Total Number of LEAs	Number of LEAs that Met the Minimum “n” Size for Participation*	Number of LEAs that Met the Minimum “n” Size for Proficiency/Performance* and Met the AMO Target	Percent of LEAs That Met AMO
Mathematics Grades 3–8	120	102	26	25.49%
Mathematics Grade 10	120	39	5	12.82%
English Language Arts Grades 3–8	120	102	27	26.47%
English Language Arts Grade 10	120	42	11	26.19%

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

NOTE: There are 120 LEAs for 3A as there was no baseline data for the six new LEAs during 2012–2013.

The AMO target of 58.39% for Grades 3–8 for Mathematics was not met.

The AMO target of 42.38% for Grade 10 for Mathematics was not met.

The AMO target of 62.00% for Grades 3–8 for English Language Arts was not met.

The AMO target of 63.16% for Grade 10 for English Language Arts was not met.

3B. Actual Participation Data for FFY 2012:

Display 3-3: Participation Rate of Students with Disabilities

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY* and non-FAY data included)	Mathematics	English Language Arts
a. Children with IEPs	41,642	42,647
b. IEPs in regular assessment with no accommodations	11,284	11,913
c. IEPs in regular assessment with accommodations	26,591	27,024
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	3,585	3,582
Account for any children with IEPs who were not participants in the assessment.	182	128
Overall = [(b + c + d + e + f) divided by (a)]	99.56%	99.70%

The participation target of 95.00% for Mathematics was met.

The participation target of 95.00% for English Language Arts was met.

3C. Actual Proficiency Rate for FFY 2012:

Display 3-4: Proficiency Rate of Students with Disabilities

Statewide Assessment FFY 2012 (Data Year 2012–2013) (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	38,171	3,471	38,630	4,017
b. IEPs in regular assessment with no accommodations	7,491	168	8,074	553
c. IEPs in regular assessment with accommodations	8,053	278	9,206	1,175
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

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY and non-FAY data included)	Mathematics Grades 3–8	Mathematics Grade 10	English Language Arts Grades 3–8	English Language Arts Grade 10
f. IEPs in alternate assessment against alternate standards	2,438	351	2,656	387
Overall percent = [(b + c + d + e + f) divided by (a)]	47.11%	22.96%	51.61%	52.65%

The proficiency target of 58.39% for Grades 3–8 for Mathematics was not met, although there was improvement from FFY 2011 (45.79%).

The proficiency target of 42.38% for Grade 10 for Mathematics was not met.

The proficiency target of 62.00% for Grades 3–8 for English Language Arts was not met.

The proficiency target of 63.16% for Grade 10 for English Language Arts was not met.

3B. Actual Participation Data for FFY 2012:

Display 3-5: Disaggregated Data for Mathematics Participation

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	Mathematics Assessment								Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%	
a. Children with IEPs	7,117	7,277	6,886	6,491	5,631	4,769	3,471	41,642		
b. IEPs in regular assessment with no accommodations	2,693	2,342	1,782	1,403	1,163	993	908	11,284	27.09%	
c. IEPs in regular assessment with accommodations	3,926	4,367	4,550	4,545	3,919	3,248	2,036	26,591	63.85%	
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	482	552	544	526	529	481	471	3,585	8.60%	
g. Overall (b+c+d+e+f) baseline	7,101	7,261	6,876	6,474	5,611	4,722	3,415	41,460	99.56%	
Children included in "a" but not included in the other counts above.										
Account for any children with IEPs who were not participants in the assessment	16	16	10	17	20	47	56	182	.44%	
h. Participation rate by grade level	99.77%	99.78%	99.85%	99.73%	99.64%	99.01%	98.38%	99.56%		

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

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	English Language Arts Assessment								Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%	
	a. Children with IEPs	7,121	7,281	6,889	6,488	5,663	5,188	4,017	42,647	
b. IEPs in regular assessment with no accommodations	2,747	2,419	1,880	1,538	1,224	1,157	948	11,913	27.93%	
c. IEPs in regular assessment with accommodations	3,880	4,299	4,452	4,410	3,893	3,528	2,562	27,024	63.37%	
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	483	550	545	525	528	480	471	3582	8.40%	
g. Overall (b+c+d+e+f) baseline	7,110	7,268	6,877	6,473	5,645	5,165	3,981	42,519	99.70%	
Children included in "a" but not included in the other counts above.										
Account for any children with IEPs who were not participants in the assessments	11	13	12	15	18	23	36	128	.30%	
h. Participation rate by grade level	99.85%	99.82%	99.83%	99.77%	99.68%	99.56%	99.10%	99.70%		

3.C. Actual Performance Data for FFY 2012:

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

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	Mathematics Assessment Performance						Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	#	%
a. Children with IEPs	7,117	7,277	6,886	6,491	5,631	4,769	38,171	
b. IEPs in regular assessment with no accommodations	2,054	1,862	1,398	932	806	439	7,491	19.62%
c. IEPs in regular assessment with accommodations	1,220	1,484	1,646	1,407	1,593	703	8,053	21.10%
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	Mathematics Assessment Performance						Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	#	%
e. IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0
f. IEPs in alternate assessment against alternate standards	366	435	438	427	390	382	2,438	6.39%
g. Overall (b+c+d+e+f) baseline	3,640	3,781	3,482	2,766	2,789	1,524	17,982	47.11%
h. Proficiency rate by grade level	51.15%	51.96%	50.57%	42.61%	49.53%	31.96%	47.11%	

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

Statewide Assessment FFY 2012 (Data Year 2012–2013)	Mathematics Assessment Performance						Total
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	%
Proficiency rate by grade level (FAY and non-FAY combined)	51.14%	51.95%	50.56%	42.61%	49.52%	31.95%	47.11%
Proficiency rate by grade level (FAY)	48.92%	49.16%	48.34%	40.64%	47.30%	30.55%	44.92%

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 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	Mathematics Assessment Performance	
	Grade 10	%
a. Children with IEPs	3,471	
b. IEPs in regular assessment with no accommodations	168	4.84%
c. IEPs in regular assessment with accommodations	278	8.00%
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	351	10.11%
g. Overall (b+c+d+e+f) baseline	797	22.96%
h. Proficiency rate by grade level	22.96%	

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

Statewide Assessment FFY 2012 (Data Year 2012–2013)	Mathematics Assessment Performance	
	Grade 10	%
Proficiency rate by grade level (FAY and non-FAY combined)	797	22.96%
Proficiency rate by grade level (FAY)	757	21.81%

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

Statewide Assessment FFY 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	English Language Arts Assessment Performance						Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	#	%
a. Children with IEPs	7,121	7,281	6,889	6,488	5,663	5,188	38,630	
b. IEPs in regular assessment with no accommodations	2,075	1,802	1,434	1,091	820	852	8,074	20.90%
c. IEPs in regular assessment with accommodations	1,402	1,426	1,356	1,591	1,521	1,910	9,206	23.83%
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	423	473	472	457	442	389	2,656	6.88%
g. Overall (b+c+d+e+f) baseline	3,900	3,701	3,262	3,139	2,783	3,151	19,936	51.61%
h. Proficiency rate by grade level	54.77%	50.83%	47.35%	48.38%	49.14%	60.74%	51.61%	

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

Statewide Assessment FFY 2012 (Data Year 2012–2013)	English Language Arts Assessment Performance						Total
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	%
Proficiency rate by grade level (FAY and non-FAY combined)	54.76%	50.83%	47.35%	48.38%	49.14%	60.73%	51.61%
Proficiency rate by grade level (FAY)	52.19%	48.15%	44.97%	46.03%	46.68%	57.51%	49.01%

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 2012 (Data Year 2012–2013) (FAY and non-FAY data combined)	English Language Arts Assessment Performance	
	Grade 10	%
a. Children with IEPs	4,017	
b. IEPs in regular assessment with no accommodations	553	13.77%
c. IEPs in regular assessment with accommodations	1,175	29.25%
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	387	9.63%
g. Overall (b+c+d+e+f) baseline	2,115	52.65%
h. Proficiency rate by grade level	52.65%	

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

Statewide Assessment FFY 2012 (Data Year 2012–2013)	English Language Arts Assessment Performance	
	Grade 10	%
Proficiency rate by grade level (FAY and non-FAY combined)	2,115	52.65%
Proficiency rate by grade level (FAY)	364	9.06%

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 Utah Alternate Assessment (UAA) Results for Schools and the State 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>.

Explanation of Progress or Slippage that occurred for FFY 2012 (Data Year 2012–2013):

Display 3-15: Trend Data for FFY 2008, FFY 2009, FFY 2010, FFY 2011, and FFY 2012

Indicator	Topic	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
3A.2 AMO: Mathematics Grades 3–8 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	50.07%	54.23%	58.39%
	Actual Data	—	—	—	42.71%	25.49%
	Met or Not Met	—	—	—	Not Met	Not Met

Indicator	Topic	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
3A.2 AMO: Mathematics Grade 10 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	30.86%	36.62%	42.38%
	Actual Data	—	—	—	29.41%	12.82%
	Met or Not Met	—	—	—	Not Met	Not Met
3A.2 AMO: English Language Arts Grades 3–8 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	54.40%	58.20%	62.00%
	Actual Data	—	—	—	52.08%	26.47%
	Met or Not Met	—	—	—	Not Met	Not Met
3A.2 AMO: English Language Arts Grade 10 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	55.79%	59.47%	63.16%
	Actual Data	—	—	—	56.76%	26.19%
	Met or Not Met	—	—	—	Not Met	Not Met
3B. Participation: Mathematics	Target	95.00%	95.00%	95.00%	95.00%	95.00%
	Actual Data	99.51%	99.69%	99.42%	99.12%	99.56%
	Met or Not Met	Met	Met	Met	Met	Met
3B. Participation: English Language Arts	Target	95.00%	95.00%	95.00%	95.00%	95.00%
	Actual Data	99.58%	99.66%	99.56%	99.49%	99.70%
	Met or Not Met	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%	58.39%
	Actual Data	—	—	—	45.79%	47.11%
	Met or Not Met	—	—	—	Not Met	Not Met
3C. Proficiency: Mathematics Grade 10 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	30.86%	36.62%	42.38%
	Actual Data	—	—	—	26.05%	22.96%
	Met or Not Met	—	—	—	Not Met	Not Met

Indicator	Topic	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
3C. Proficiency: English Language Arts Grades 3–8 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	54.40%	58.20%	62.00%
	Actual Data	—	—	—	52.07%	51.61%
	Met or Not Met	—	—	—	Not Met	Not Met
3C. Proficiency: English Language Arts Grade 10 (previous data are not available since FFY 2011 is baseline for AMO)	Target	—	—	55.79%	59.47%	63.16%
	Actual Data	—	—	—	54.39%	52.65%
	Met or Not Met	—	—	—	Not Met	Not Met

Utah's 3A and 3C goals and targets are based on AMO. 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>.

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 are based on the percent of students achieving proficiency on the State-wide assessments 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 the 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 the 2010–2011 academic year.

USOE conducted a thorough root cause analysis in an attempt to describe reasons the AMO targets were not met. The root cause analysis included a detailed review of data at the LEA and school levels, consultation with the USOE Teaching and Learning Section, consultation with the USOE Assessment section, and consultation with LEA Special Education Directors. While the root cause analysis still continues at the USOE and LEA levels, a need for ongoing intensive content support for all educators is evident. This will ensure that all students receive appropriate and effective content area instruction, with additional special education supports provided as needed. One area identified as a contributing factor toward the rate of achievement on AMO targets is the implementation of the State-wide assessment system. State-wide assessments given during FFY 2012 were completed during a transition year, during which there was a transition to new Utah Core Standards and before a transition to new assessments

aligned with the new standards which will be given during FFY 2013. As a result of this transition process, there is poor alignment between instruction and assessment for this academic year.

Indicator 3B

Data for 3B include both 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 FAY. 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. This professional development was designed specifically for teachers of students with disabilities and supports their understanding and implementation 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 in Mathematics assessments in FFY 2012 was 99.56% with a target of 95%, which was met.
- The percentage of students with disabilities participating in English Language Arts assessments in FFY 2012 was 99.70% with a target of 95%, which was met.

Indicator 3C

In FFY 2008, the Utah Mathematics (elementary and secondary) core standards were 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 2012 for students in Grade 10 Algebra 1 may have decreased because many Grade 10 students with disabilities were not provided sufficient prior experience in Algebra 1 content due to course substitution decisions made by IEP teams. Prior to spring 2011, LEAs were notified of the intensified focus on improving Mathematics instruction for students in general and special education. 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.

The USOE-SES is concerned about the slight decrease in the performance of students with disabilities on State-wide assessments in English Language Arts Grades 3–8 and 10 and Mathematics Grade 10 demonstrated in FFY 2012, despite the intensive focus on improving core Mathematics instruction for the last three years. USOE conducted a thorough root cause analysis in an attempt to describe reasons the AMO targets were not met. The root cause analysis included a detailed review of data at the LEA and school levels, consultation with the USOE Teaching and Learning Section, consultation with the USOE Assessment section, and consultation with LEA Special Education Directors. While the root cause analysis still continues at the USOE and LEA levels, a need for ongoing intensive content support for all educators is evident. This will ensure that all students receive appropriate and effective content area instruction, with additional special education supports provided as needed. This will be enhanced with the collaboration of the Utah State Personnel Development Grant (SPDG) project [Utah Multi-tiered System of Support (UMTSS)] throughout the sections of the USOE, allowing for full integration of those supports in the work with LEAs. One area identified as a contributing factor toward the rate of achievement on AMO targets is the implementation of the State-wide assessment system. State-wide assessments given

during FFY 2012 were completed during a transition year, during which there was a transition to new Utah Core Standards and before a transition to new assessments aligned with the new standards which will be given during FFY 2013. As a result of this transition process, there is poor alignment between instruction and assessment for this academic year.

Beginning in FFY 2011, data from 3C were 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 FAY.

- The percentage of students with disabilities scoring proficient or above on the Grade 3–8 Mathematics assessments in FFY 2012 was 47.11% with a target of 58.39%, which was not met.
- The percentage of students with disabilities scoring proficient or above on the Grade 10 Algebra 1 Mathematics assessment in FFY 2012 was 22.96% with a target of 42.38%, 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 2012 was 51.61% with a target of 62.00%, which was not met.
- The percentage of students with disabilities scoring proficient or above on the Grade 10 English Language Arts assessment in FFY 2012 was 52.65% with a target of 63.16%, which was not met.

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	69
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	69
3. Number of FFY 2011 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 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 (3) from above)	0
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline (“subsequent correction”)	N/A
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012 State rate (based on the 2011–2012 data) for suspending/expelling students with disabilities among LEAs in the State for more than ten days is 0.21%. 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 5.21% 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
2012 (Data Year 2011–2012)	Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities.

Actual Data for FFY 2012 (Data Year 2011–2012): 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
2012 (Data Year 2011–2012)	120	0	0%

Note: Of the 120 LEAs in Utah in 2011–2012, none were flagged as having a significant discrepancy in FFY 2012 for Indicator 4A. Of the 120 LEAs, 93 LEAs suspended/expelled 0% of their students with disabilities for more than ten days. Of the 27 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, two LEAs did not meet the minimum “n” requirement of at least 30 special education students. Please note that only 135 students with disabilities were suspended/expelled for more than 10 days in 2011–2012; this represents only 0.21% of all students with disabilities.

The target of 0.0% for 4A was met.

The USOE-SES 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 2011–2012 were used for the FFY 2012 APR. The USOE-SES uses the “State bar” method for defining significant discrepancy. The FFY 2012 State rate (based on 2011–2012 data) for suspending/expelling students with disabilities among LEAs in the State for more than ten days is 0.21%. The USOE-SES 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 5.21% 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 2012, 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 2012 Using 2011–2012 Data):

Because there were no LEAs identified with a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for students with IEPs, the State found it unnecessary to conduct a review of any 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).

Valid and Reliable Data:

Data on suspensions and expulsions of students with disabilities are derived from Section 618 data submitted annually by LEAs to the USOE-SES. Data submissions from 2011–2012 were used for the FFY 2012 APR. LEAs are required to carefully review data before submission. Upon submission, the data from each LEA are also reviewed by the USOE-SES Data Specialist.

Explanation of Progress that Occurred in FFY 2012:

Of the 120 LEAs in Utah in 2011–2012, none were flagged as having a significant discrepancy in FFY 2012 for Indicator 4A. Of the 120 LEAs, 93 LEAs suspended/expelled 0% of their students with disabilities for more than ten days. Of the 27 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, two LEAs did not meet the minimum “n” requirement of at least 30 students with disabilities. Please note that only 135 students with disabilities were suspended/expelled for more than 10 days in 2011–2012; this represents only 0.21% of all students with disabilities.

Correction of FFY 2011 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 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 findings <u>not</u> 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 <u>not</u> yet verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

A. 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-SES uses the “State bar” method for defining significant discrepancy. The FFY 2012 State rate (based on the 2011–2012 data) for suspending/expelling students with disabilities among LEAs within the State for more than 10 days is 0.21%. The USOE-SES set the State bar as five percentage points higher than the State rate. Thus, any LEA that suspends or expels 5.21% 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
2012 (Data Year 2011–2012)	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 2012 (Data Year 2011–2012): 0%

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

Total # of LEAs	120
# 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	0%

Note: Of the 120 LEAs in Utah in 2011–2012, none were flagged as having a significant discrepancy in FFY 2012 for Indicator 4B. Of the 120 LEAs, 93 LEAs suspended/expelled 0% of their students with disabilities of any given race/ethnicity for more than ten days. Of the 27 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, 22 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. Please note that only 135 students with disabilities were suspended/expelled for more than 10 days in 2011–2012; this represents only 0.21% of all students with disabilities.

The target of 0% for 4B was met.

The USOE-SES uses the “State bar” method for defining significant discrepancy. The FFY 2012 State rate (based on 2011–2012 data) for suspending/expelling students with disabilities among LEAs within the State for more than ten days is 0.21%. The USOE-SES 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 5.21% 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-SES through Table 5. Data submissions from 2011–2012 were used for the FFY 2012 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-SES Data Specialist.

Review of Policies, Procedures, and Practices (Completed in FFY 2012, Using 2011–2012 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, the USOE-SES did not 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.

Explanation of Progress that Occurred in FFY 2012:

Of the 120 LEAs in Utah in 2011–2012, none were flagged as having a significant discrepancy in FFY 2012 for Indicator 4B. Of the 120 LEAs, 93 LEAs suspended/expelled 0.0% of their students with disabilities of any given race/ethnicity for more than ten days. Of the 27 LEAs that suspended/expelled at least one student with disabilities for more than 10 days, 22 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. Please note that only 135 students with disabilities were suspended/expelled for more than 10 days in 2011–2012; this represents only 0.22% of all students with disabilities.

Correction of FFY 2011 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 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 findings <u>not</u> 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 <u>not</u> yet verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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
<p align="center">2012 (Data Year 2012–2013)</p>	<ul style="list-style-type: none"> 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 2011 actual = 55.29%; FFY 2012 target = $55.29\% + (55.29\% * 1\%) = 55.84\%$). 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 2011 actual = 13.96%; FFY 2012 target = $13.96\% - (13.96\% * 1\%) = 13.82\%$). 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 2011 actual = 3.15%; FFY 2012 target = $3.15\% - (3.15\% * 0.1\%) = 3.15\%$).

Actual Data for FFY 2012:

- A. 56.35%
- B. 13.48%
- C. 2.79%

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

	5A	5B	5C
Target	55.84%	13.82%	3.15%
Total number of students	68,179	68,179	68,179
Number of students in this setting	38,421	9,192	1,903
Percentage of students in this setting	56.35%	13.48%	2.79%
Met Target	Yes	Yes	Yes

The target of 55.84% for 5A was met.

The target of 13.82% for 5B was met.

The target of 3.15% for 5C was met.

Indicator 5 data are based on FFY 2012 618 data, which were collected between October 1, 2012 and December 1, 2012, and reported through EdFacts on February 6, 2013, as required.

Valid and Reliable Data:

The UTREx system 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.

Explanation of Progress that occurred for FFY 2012 (Data Year 2012–2013):

The FFY 2012 Indicator 5A met the target and shows an increase in 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 LEAs between general education, Title I, comprehensive guidance, and special education in the areas of shared, targeted professional development, grants awarded statewide to LEAs to improve the ability of students with disabilities to access the general curriculum, the development of tiered instruction framework documents, and professional development supporting the implementation of multi-tiered systems of supports.

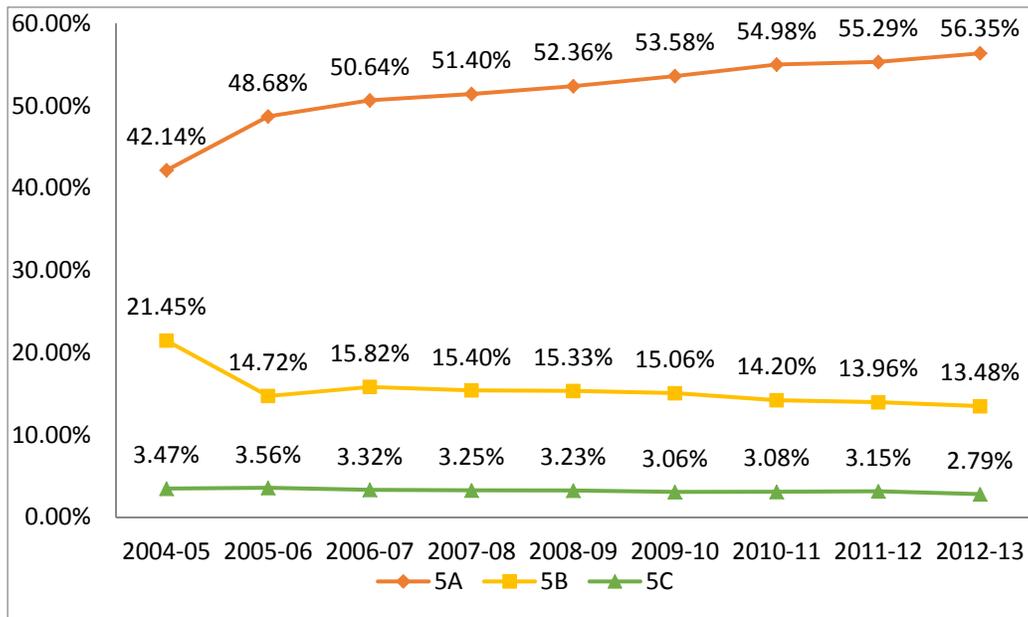
Significant progress has also been made in decreasing the percentage of students with disabilities served inside the regular classroom less than 40% of the day. The progress made on Indicator 5B is attributed to providing a variety of professional development opportunities for administrators, general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

The FFY 2012 Indicator 5C rate met the target and is lower than the previous eight years. The decrease of the percentage of students with disabilities served in separate facilities 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	FFY 2012
Number of students with disabilities	52,619	53,064	53,569	55,043	56,718	59,102	61,242	62,411	68,179
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	56.35% N=38,421
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	13.48% N=9,192
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	2.79% N=1,903

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



The continued progress that has occurred over time in Indicators 5A, 5B, and 5C is attributed to the collaboration at the USOE and LEAs between general education and special education professionals. 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.

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	379
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	379
3. Number of FFY 2011 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 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 (3) from above)	N/A
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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.

FFY	Measurable and Rigorous Targets	
	6A	6B
2012 (Data Year 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%.	Decrease the percentage of preschool children with IEPs who receive special education and related services in settings attending a separate special education class, separate school or residential facility to 41.26%.

Target Data and Actual Data for FFY 2012:

Display 6-1: Actual Data for FFY 2012 (2012–2013) Preschool Environment Placement

Total number of 3 to 5 year olds with IEPs	9,765		FFY 2012 (2012–2013)	
Measurement A	10 hours or more in a regular program = 2,625	2,625 + 1,338 = 3,963	3,963 / 9,765 = 0.4058	40.58%
	9 hours or less in a regular program = 1,338			

Total number of 3 to 5 year olds with IEPs	9,765		FFY 2012 (2012–2013)	
Measurement B	Separate special education class = 3,510	3,510 + 202 + 0 = 3712	3,712 / 9,765 = 0.3801	38.01%
	Separate school = 202			
	Residential facility = 0			

Both of the targets were met.

Valid and Reliable Data:

To support LEA Special Education administrators in implementing special education data requirements, including preschool environments, Utah’s special education division developed a Technical Assistance Data Manual. Professional development experiences for LEAs have 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 UTREx system. The 618 reports are extracted from the UTREx system after the December 1 count and submitted to OSEP in February as required by IDEA. Indicator 6 data are based on FFY 2012 618 data, which were collected between October 1, 2012 and December 1, 2012, and reported to OSEP on February 6, 2013, as required.

There are two ways data are checked before being submitted. 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-SES staff 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 their corrected data to the USOE prior to the final submission.

Explanation of Progress that Occurred for FFY 2012 (Data Year 2012–2013):

Last year (FFY 2011) was the first year for reporting on this indicator with the new guidance from Office of Special Education Programs (OSEP). As such, targets were established for FFY 2012 in the State Performance Plan (SPP). All targets were met in FFY 2012.

Display 6-2: Summary Statement Results Over Time

Summary Statements FFY 2012 (Data Year 2012–2013)	FFY 2011	FFY 2012	
	Baseline Data	Target	Actual Data
Percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers.	36.31%	36.41%	40.58%

Summary Statements FFY 2012 (Data Year 2012–2013)	FFY 2011	FFY 2012	
	Baseline Data	Target	Actual Data
Percentage of preschool children with IEPs who receive special education and related services in settings attending a separate special education class, separate school or residential facility.	41.36%	41.26%	38.01%
Total number of 3 to 5 year olds with IEPs	8,856	N/A	9,765

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above)	NA
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline (“subsequent correction”)	NA
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	NA

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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

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

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 same-aged 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 same-aged 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 same-aged 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 same-aged 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 2012 (Data Year 2012–2013)	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.	94.10%	93.35%	93.79%
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.	53.74%	50.20%	68.70%

Target Data and Actual Data for FFY 2012:

Display 7-1: Targets and Actual Data for Preschool Children Exiting in FFY 2012 (2012–2013)

Summary Statements FFY 2012 (Data Year 2012–2013)	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.	94.10%	88.51%	93.35%	87.95%	93.79%	88.42%
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.	53.74%	45.89%	50.20%	40.30%	68.70%	57.69%

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 2012 (2012–2013)

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	19	0.68%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	270	9.66%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	1,224	43.78%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,002	35.84%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	281	10.05%
Total	N=2,796	100.01%*
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	12	0.43%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	303	10.84%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	1,354	48.43%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	946	33.83%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	181	6.47%
Total	N=2,796	100.00%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	25	0.89%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	246	8.80%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	912	32.62%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,157	41.38%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	456	16.31%
Total	N=2,796	100.00%

*Note: Due to rounding, percentages may not equal 100%.

Valid and Reliable Data:

In this seventh 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-SES 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-SES continues to work with the Early Childhood Technical Assistance Center (ECTA 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 State-wide form that is used by each school district to determine student ratings and document data sources and team members. The UPOD Student Summary form is 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 Early Childhood Outcome (ECO) Center—which has become the ECTA Center.)
 - School districts submitted a list of data sources that may be used to collect and report data to the USOE.
 - The special education team working with the student determined 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.
 - 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 (and receives special education and related services) for at least six months.

Explanation of Slippage that occurred for FFY 2012:

Display 7-3 indicates a decline in results for Indicator 7 across FFY 2010, FFY 2011, and FFY 2012. ECO analyzed Utah's previous years' data and did not find any statistical outliers to indicate the data were incorrect. However, at the state level there was concern that data were not reflective of the population as more students were accessing special education services in kindergarten than would be suggested by the UPOD data.

During FFY 2012, there was a renewed focus on preschool outcomes data. That focus targeted professional development, emphasizing the need for collection and utilization of 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 comprehensive view of the data. Looking at Utah's data in these different ways led many LEA preschool administrators to agree that the data were not reflective of their preschool populations. UPOD data indicated that a high proportion of children were exiting preschool and no longer requiring special education services; however, that conclusion was not supported by Utah's child count.

Utah then sought technical assistance from the MPRRC to bring stakeholders together to identify problems in the data and then to help the state target support for this indicator. Through this process, two major concerns were identified regarding the fidelity of the data collection process: First, an isolated skill was identified as age appropriate when measured on a specific assessment. The rating then reflected

that isolated skill rather than the broad array of skills which were not at age level. Secondly, data reflected the child’s improvement from time of entry until exiting the program, rather than how much the child had “closed the gap” in relation to typically developing peers. Meetings and professional development activities supported the hypothesis that Utah’s data were inflated and not reflective of the special education preschool population.

Utah stakeholders have met and developed a Preschool Five Year Plan, identifying priorities for professional development. Areas targeted will be preschool outcomes, with training targeting how to collect and use functional data, the Utah Early Childhood Standards, and additional resources on age appropriate skills. With a stronger focus on preschool outcomes and professional development needs, it is expected that Utah’s data for Indicator 7 will decline for the next two years. Therefore, it is our intention to set a new baseline in FFY 2014 when current preschool students will have exited 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 2012–2013	FFY 2009–2010	FFY 2010–2011	FFY 2011–2012	FFY 2012–2013	FFY 2009–2010	FFY 2010–2011	FFY 2011–2012	FFY 2012–2013
Number of Children:	2,704	3,012	2994	2,796	2,704	3,012	2,994	2,796	2,704	3,012	2,994	2,796
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.	94.00%	94.80%	88.20%	88.51%	94.10%	94.50%	86.50%	87.95%	93.60%	94.30%	88.70%	88.42%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	52.70%	56.40%	47.60%	45.89%	51.80%	54.70%	43.70%	40.30%	67.90%	69.82%	61.90%	57.69%

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above)	N/A
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline (“subsequent correction”)	N/A
6. Number of FFY 2011 findings <u>not</u> 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
The State must report progress data and actual target data for FFY 2012 in the FFY 2012 APR.	The State reported required data in Display 7-1.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	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. (Last year's rate was 89.18%; $89.18\% + (89.18\% * 0.1\%) = 89.27\%$). Thus, the target is 89.27%.

Actual Data for FFY 2012: 89.83%

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

	FFY 2012
# of parents who returned a survey	908
# of parents who report that the school facilitated their involvement	816
% of parents who report that the school facilitated their involvement	89.83%

Note: Due to weighting the results, the actual # of parents who said the schools facilitated their involvement was 815.66.

The target of 89.27% was met.

The USOE-SES 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 2012–2013 plus the four LEAs that have an enrollment of more than 50,000 students. A stratified random sample of LEAs is included in each year of the monitoring cycle. In assigning LEAs to the monitoring cycle, LEAs were stratified by 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 four school districts of 50,000+ students. The four large LEAs are sampled each year for this indicator. Each of the five cohorts includes school districts of large, medium, and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum.

Parents of students within each of these selected LEAs were then sampled. The sampling was completed at the LEA level. A sample of students with disabilities was randomly selected from each of the selected LEAs. The number of students chosen was dependent on the number of total students with disabilities in an LEA. The sample sizes selected ensured roughly similar margins of error across the different LEA sizes. For those LEAs for which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and grade level to ensure representativeness of the resulting sample. When calculating the State-level results, responses were weighted by the students with 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 4,280 students was selected. A questionnaire was mailed to the parents of these 4,280 selected students; 908 parents responded for a response rate of 21.2%. A copy of the Parent Survey used is included in Appendix C.

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 is 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 (15%) and Hispanic students (11%) were less likely to respond than parents of white students (25%). Parents of students with a speech/language impairment were slightly more likely to respond (25%) than parents of students with a learning disability (16%). However, even given these differential response rates, a large enough number of parents from each demographic group responded to the survey in order to arrive at an overall State score that is representative of all students in the sample and in the population. Response rates varied somewhat by LEA, but the results were weighted to take into account both the differential response rate and the differential sampling weights.

Explanation of Progress that occurred for FFY 2012 (Data Year 2012–2013):

As indicated in Display 8-3, the percentage of parents who said that the school facilitated their involvement is slightly higher than that obtained in FFY 2011; the FFY 2012 rate is the highest rate since FFY 2006. Follow-up activities with the LEAs have been taking place each year since FFY 2006 to ensure that they are making a concerted effort to involve parents in their children's special education services. The steady 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-SES 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	FFY 2012
# of parents who returned a survey	593	736	797	774	666	650	767	908
# of parents who report that the school facilitated their involvement	540	615	679	676	581	582	684	816
% of parents who report that the school facilitated their involvement	91.1%	83.6%	85.2%	87.3%	87.2%	89.5%	89.14%	89.83%

Display 8-4: Response Rate Over Time

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
# of parents who responded to the survey	593	736	797	774	666	650	767	908
# of parents who received the survey (sample size)	2,504	3,665	3,905	3,646	2,810	3,162	3,760	4,280
% of parents who responded to the survey	23.7%	20.1%	20.4%	21.2%	23.7%	20.6%	20.4%	21.2%

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	187
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	187
3. Number of FFY 2011 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 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 (3) from above)	0
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	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 2012: 0%

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

	Over-representation Calculation
Total # of LEAs	126
# of LEAs flagged for disproportionate representation	1
% of LEAs flagged for disproportionate representation	.01%
# 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 2012 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 ARR’s 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, 126 LEAs are included in the analysis during 2012–2013. Of these 126 LEAs, 68 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 120; the number of LEAs for Indicators 9 and 10 is 126. This is because Indicators 4A and 4B are using 2011–2012 data, while Indicators 9 and 10 use 2012–2013 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 2012, 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 that LEA based upon the subsequent USOE-SES 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	10	485	3.10

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-SES 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.

Explanation of Progress that Occurred for FFY 2012 (Data Year 2012–2013):

As indicated in Display 9-4, the State of Utah maintained a 0% disproportionate representation rate. Thus, for eight 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	FFY 2012
Total # of LEAs	72	91	99	106	112	119	120	126
# of LEAs flagged for disproportionate representation— Over-representation	36	5	2	0	1	1	1	1
# of LEAs found to have disproportionate representation due to inappropriate identification—Over-representation	0	0	0	0	0	0	0	0
Percent who had disproportionate representation due to inappropriate identification— Over-representation	0.0%							

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.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 100%

With zero LEAs having disproportionate representation in FFY 2011 due to inappropriate identification, evaluation, and placement of students with disabilities of all ethnicities, no correction was necessary. The USOE-SES 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 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 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above)	N/A
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	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 2012: 0%

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

	Over-Representation Calculation
Total # of LEAs	126
# of LEAs flagged for disproportionate representation	3
% of LEAs flagged for disproportionate representation	2.34%
# 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 2012 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 ARR 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, 126 LEAs were available for inclusion in the analyses. Of these 126 LEAs, 47 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 120; the number of LEAs for Indicators 9 and 10 is 126. This is because Indicators 4A and 4B are using 2011–2012 data, while Indicators 9 and 10 use 2012–2013 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 were also reviewed during this process, 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
1	Native American	Intellectual Disability	11	38	3.66

LEA	Racial/Ethnic Group	Disability	Number of SWD in racial/ethnic group	Number of SWD in other racial/ethnic groups	Final RR
2	Native American	Specific Learning Disability	10	64	3.14
3	Hispanic	Specific Learning Disability	62	88	3.09

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-SES 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.

Explanation of Progress that Occurred for FFY 2012 (Data Year 2012–2013):

As indicated in Display 10-4, the State of Utah maintained a 0% disproportionate representation rate. Thus, for eight 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	FFY 2012
Total # of LEAs	72	91	99	106	112	119	120	126
# of LEAs flagged for disproportionate representation—Over-representation	36	12	14	4	6	7	3	3
# of LEAs found to have disproportionate representation due to inappropriate identification—Over-representation	0	0	0	0	0	0	0	0
Percent who had disproportionate representation due to inappropriate identification—Over-representation	0.0%							

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-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.

Correction of Previous Year's Noncompliance (FFY 2011):

Level of compliance for State reported for FFY 2011 for this indicator: 100%

With zero LEAs having disproportionate representation in FFY 2011 due to inappropriate identification, evaluation, and placement of students with disabilities in all ethnicities and all disability categories, no correction was necessary. The USOE-SES 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 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above)	N/A
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	One hundred (100) percent of children will be evaluated within 60 days** of receiving parental consent for initial evaluation.

Actual Data for FFY 2012: 98.88%

The target of 100% was not met; however, the State achieved substantial compliance with 98.88% 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 2011 results which indicated that 97.70% of students were evaluated within the timeline as required in 34 CFR §300.301. In addition, the USOE-SES 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 2005–2007 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 2012–2013 school year, 626 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 626 files came from 50 LEAs (school districts, the Utah Schools for the Deaf and Blind, and charter schools). The review process that was part of 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 2012
Total students for whom an initial evaluation was completed	626
a. # of students for whom parental consent to evaluate was received	626
b. # of students whose evaluations were completed within 45 school days	619
# not included in b.	7
Percent of students with parental consent to evaluate who were evaluated within 45 school days (State-established timeline) (b/a x 100)	98.88%

Of the 626 reviewed files, five students later determined not eligible had evaluations which were completed within 45 school days and 614 students who were later determined eligible for special education and related services had evaluations completed within 45 school days, totaling 619 students who received their evaluations within the accepted timeframe. Seven students in six 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 seven students were 56, 57, 63, 70, 73, 78, and 86 school days (a range of 11–41 school days overdue). Delays in all seven 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 (one file in five LEAs and one LEA with two files that were noncompliant), and represented an isolated incident in the LEA programs. The six LEAs with evaluations exceeding 45 school days during FFY 2012 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 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.

Explanation of Progress that Occurred for FFY 2012 (Data Year 2012–2013):

As part of OSEP’s effort to reduce the reporting burden for States, in the FFY 2012 APR, States are not required to provide an explanation of progress. As indicated in Display 11-2, Utah made progress on Indicator 11 from FFY 2011, in which the State reported 97.70%, and FFY 2012, in which the State is reporting 98.88%, Utah is not reporting an explanation of progress. 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	FFY 2012
a. # of students for whom parental consent to evaluate was received	42	229	406	385	541	572	564	626
b. # of students whose evaluations were completed within 45 school days	32	218	392	373	527	541	551	619
# not included in b*	10	11	14	12	14	31	13	7
Percent of students with parental consent to evaluate who were evaluated within 45 school days (State-established timeline)	76.2%	95.2%	96.6%	96.9%	97.41%	94.58%	97.70%	98.88%

*Note: The USOE-SES has attempted to clarify in this APR 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-SES do not receive a finding, as per the OSEP 09-02 Memorandum. The chart above describes number of student files, not LEA findings.

Correction of Previous Year’s Noncompliance (FFY 2011): Corrected to 100%

As described in Display 11-3, 100% of noncompliance (i.e., findings and individual correction of student files) identified during FFY 2011 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. Please refer to “Verification of Correction” below for details on how correction of noncompliance was determined.

Display 11-3: Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 97.70%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	8
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	8
3. Number of FFY 2011 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 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 (3) from above)	0
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> 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-SES 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-SES 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 SES's review of representative data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). The USOE-SES ensured that all initial evaluations found to be noncompliant in FFY 2011 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-SES 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 2012 APR due February 3, 2014, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2011 APR (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance)	In the process of determining that the LEA corrected noncompliance for this indicator, the USOE-SES followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the

Statement Response Table	State's Response
<p>based on a review of updated data such as data subsequently collected during on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance (i.e., completed the initial evaluation although late), unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>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 SES's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits).</p> <p>LEAs with findings of noncompliance reported in the FFY 2011 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-SES verified correction and notified the LEA in writing that the noncompliance had been corrected. The USOE-SES 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-SES 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-SES 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.</p> <p>The USOE-SES has attempted to clarify in this APR 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-SES do not receive a finding, as per the OSEP 09-02 Memorandum.</p>

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	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: 99.36%

The target of 100% was not met; however, 99.36% of children referred by Part C prior to age 3 were evaluated and eligibility determined before their third birthdays.

The USOE-SES 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 and the Utah Schools for the Deaf and Blind (USDB) must track all students referred from Part C and submit those data to the USOE-SES. During the 2012–2013 school year, 1,949 students who transitioned from Part C to

Part B had data submitted into the Statewide database Transition from Early Intervention Data Information System (TEDI) database. These 1,949 files came from 41 school districts and USDB (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 2012
a. # of children served in Part C and referred to Part B	1,949
b. # found not eligible and whose eligibility was determined prior to third birthdays	330
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1,553
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	54
e. # of children who were referred to Part C less than 90 days before their third birthdays	2
# in a but not in b, c, or d (number of children whose eligibility not determined before their third birthday)	10
Percent who met the indicator	99.36%

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, is 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 transfers 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 ensure timely transitions from Part C to Part B. These transition data were collected from July 1, 2012 through June 30, 2013. In the process of reviewing school district and USDB data on this indicator, the USOE-SES 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 of the TEDI database by the State Monitoring. During FFY 2012, timeline noncompliance was identified in four LEAs and reported in this FFY 2012 APR.

Valid and Reliable Data:

School districts and USDB ensure that their data are reliable and valid when the data are submitted to the USOE. School district and USDB 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/USDB and contacts 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 2012 an additional verification step was continued 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. This additional verification step was continued during the FFY 2012 school year.

Explanation of Progress or Slippage that Occurred for FFY 2012 (Data Year 2012–2013):

As indicated in Display 12-2, the percentage of children meeting this indicator decreased a negligible amount, to 99.36% from 99.83% in FFY 2011. Because the USOE-SES utilizes the TEDI Database, all students referred from Part C to Part B are included in the data for this indicator. While the FFY 2012 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 assisted in maintaining 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	FFY 2012
a. # of children served in Part C and referred to Part B	321	206	325	1,694	1,851	1,631	1,949
b. # found not eligible and whose eligibility was determined prior to third birthdays	67	44	34	249	384	308	330
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	1,553
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	7	20	15	89	80	82	54
e. # of children who were referred to Part C less than 90 days before their third birthdays	NA	NA	NA	134	42	6	2
# in a but not in b, c, or d	21	7	4	19	6	2	10
Percent who met the indicator	94.73%	95.10%	98.60%	98.45%	99.60%	99.83%	99.36%

Display 12-4: Reasons for Timeline Delays

LEA	Number of Delays	Number of Days Delayed	Reasons for Delay
A	6	1, 1, 1, 2, 16, 18	1. Teacher noncompliance 2. Birthday was on Sunday 3. Teacher noncompliance 4. Teacher noncompliance 5. Teacher noncompliance 6. Teacher noncompliance
B	1	3	Teacher noncompliance
C	1	5	Teacher noncompliance
D	2	1, 4	1. Additional testing needed 2. Additional testing needed

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.

Correction of Previous Year's Findings of Noncompliance (FFY 2011):

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	2
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	2
3. Number of FFY 2011 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 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 (3) from above)	0
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 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
<p>Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 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 2012 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>Utah reported that two LEAs had findings of noncompliance on Indicator 12 in FFY 2011, 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-SES 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).</p>

Part B State Annual Performance Report (APR) for FFY 2012

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.

	Measurable and Rigorous Target
FFY 2012 (Data Year 2012–2013)	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 2012: 87.72%

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

	FFY 2012
# of youth whose IEPs were reviewed	228
# of youth whose IEPs met the indicator	200
Percent of youth whose IEPs met the indicator	87.72%

The target of 100% was not met.

Data on this indicator were collected from 33 LEAs with secondary programs that were monitored through on-site visits in 2012–2013. Trained USOE staff or contract monitors reviewed 228 files using the UPIPS web-based compliance monitoring application. Of the 228 IEPs reviewed, 200 of the IEPs, or 87.72%, 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
1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	76. The IEP includes measurable post-secondary goals for: post-secondary training or education; employment; independent living skills; none included.
2. Is (are) the postsecondary goal(s) updated annually?	74b. 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 age-appropriate transition assessment?	75. Did the team use and document age-appropriate transition assessments?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	78b. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	82. Does the transition plan contain a course of study (courses and other educational experiences)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	77. 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 services were discussed?	74a. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
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?	79, 80, 81. 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?

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).

Explanation of Progress that Occurred for FFY 2012 (Data Year 2012–2013):

Display 13-3: Indicator 13 Results Over Time

	FFY 2010	FFY 2011	FFY 2012
# of youth whose IEPs were reviewed	127	272	228
# of youth whose IEPs met the indicator	74	234	200
Percent of youth whose IEPs met the indicator	58%	86.03%	87.72%

As indicated in Display 13-3, the percentage of IEPs that met the requirements of this indicator in FFY 2012 was higher than in FFY 2011. 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 2012

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?	228	223	97.81%
2. Is (are) the postsecondary goal(s) updated annually?	228	227	99.56%

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 age-appropriate transition assessment?	228	218	95.61%
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	228	228	100%
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	228	218	95.61%
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	228	223	97.81%
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	228	223	97.81%
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?	228	228	100%

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 relative weaknesses are documentation of transition assessments (95.61%) and course of study (95.61%). All other checklist items were documented in at least 97% of the files reviewed. Data collected in FFY 2012 document that Utah's compliance with Indicator 13 has increased from 86.03% in FFY 2011 to 87.72% in FFY 2012, 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.

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

The LEAs with findings of noncompliance in this area identified during file reviews in FFY 2011 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 2011 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 2011 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 86.03%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	157
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	157
3. Number of FFY 2011 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 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 (3) from above)	0
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> 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 2012 APR due February 3, 2014, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2011 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 FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	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

	<p>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).</p> <p>LEAs with findings of noncompliance reported in the FFY 2011 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.</p> <p>The USOE has attempted to clarify in this APR 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.</p>
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Display 13-7: Percent of IEPs with Corrected Transition Plans

	FFY 2011
# of IEPs that did not meet the requirements of Indicator 13	101
# of IEPs with corrected within one year	101
% 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 2011 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.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	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 2012: 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	289	27.6%	28.6%	No
B. Enrolled in higher education or competitively employed	695	66.3%	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	849	81.01%	72.8%	Yes
Not engaged or under-engaged	199	18.9%	N/A	N/A

The target of 28.6% for Measurement A was not met; however it was improved from the FFY 2011 rate of 24.9%.

The target of 55.3% for Measurement B was met and exceeded.

The target of 72.8% for Measurement C was met and exceeded.

During the 2011–2012 school year, a total of 3,138 youth with disabilities (“exiters”) exited the school year by graduating with a regular high school diploma or some other credential, reaching maximum age for eligibility, or dropping out, as documented in data reported by LEAs to the USOE by October 1, 2013. The USOE (through its contractor) conducted a telephone survey between June and September 2013, 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 1,048 respondents, for a 33.4% 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—Youth 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—Youth 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) in the year since leaving high school.

Other postsecondary education or training—Youth 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 since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program) at any time in the year since leaving high school.

Other employment—Youth who have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business.

Not engaged or under-engaged—Youth 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	289	289 ÷ 1,048 x 100	27.6%
2. Competitively employed (and not counted in 1 above)	406	406 ÷ 1,048 x 100	38.7%
3. Some other postsecondary education or training (and not counted in 1 or 2 above)	72	72 ÷ 1,048 x 100	6.9%
4. Some other employment (and not counted in 1, 2, or 3 above).	82	82 ÷ 1,048 x 100	7.8%
Not engaged or under-engaged	199	199 ÷ 1,048 x 100	18.9%

As seen in Display 14-2, the largest percentage of exiters in 2011–2012 was in the category of competitively employed (38.7%), followed by the category of enrolled in higher education (27.6%). The remaining categories were: not engaged (18.9%), some other employment (7.8%), and enrolled in other postsecondary education or training (6.9%).

Further study of the employment data revealed that 7.2% 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.” This is a slight decrease from the 2010–2011 respondent level of 7.7% (reported in the FFY 2011 APR). 31.4% of these respondents indicated inability to find work or lack of employment opportunities as the reason they had not been competitively employed within the year of leaving school. Other reasons included: did not have the skills for the job; disability interfered with employment; or didn’t like the job. 10.1% of respondents reported participating in a church/humanitarian mission within one year of leaving school; this is an increase from the rate of 9.9% for the 2010–2011 respondents (reported in the FFY 2011 APR). Respondents were also asked about their use of adult agencies and support services once they exited school: 23.4% of all respondents indicated that they had contacted VR. This is an increase from the rate of 19.5% for 2010–2011 respondents (reported in the FFY 2011 APR).

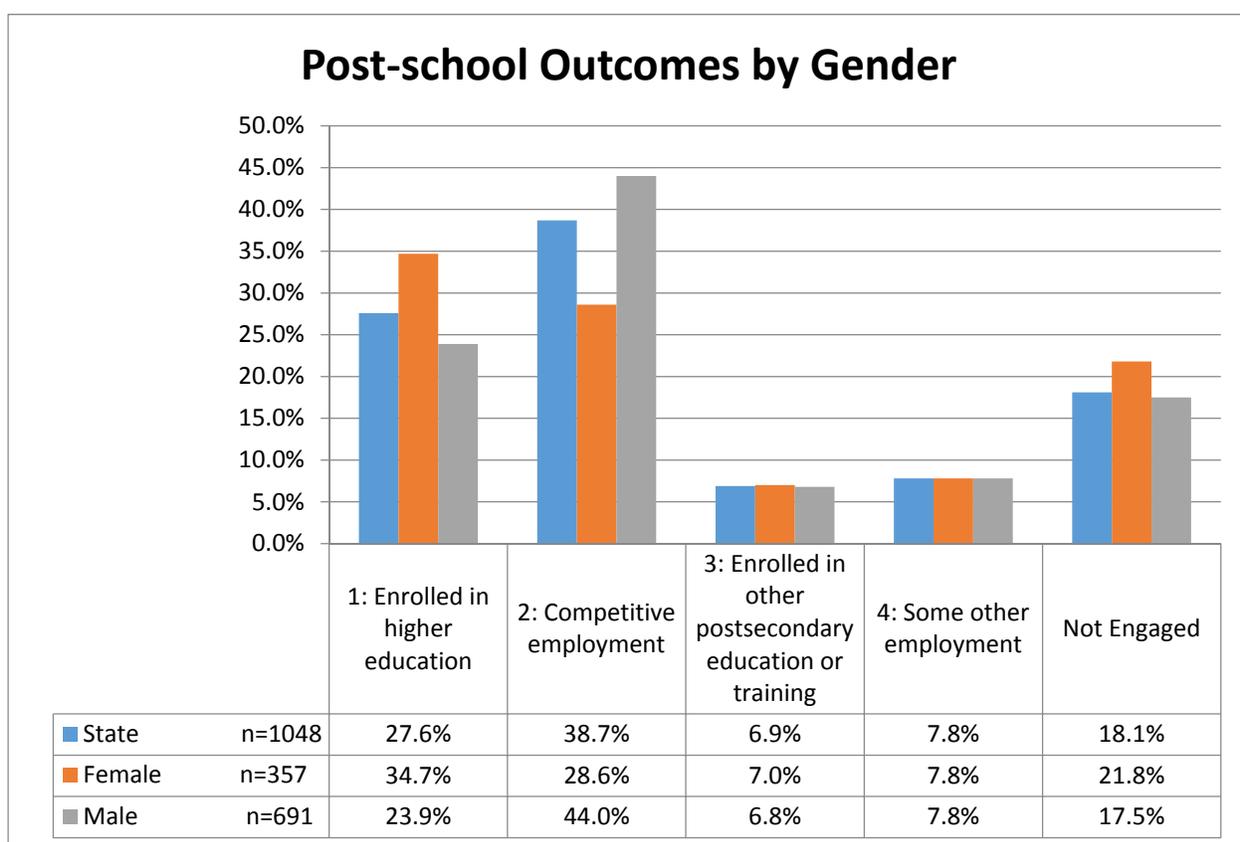
A study of postsecondary data indicated that 4.7% of all respondents had enrolled in higher education and other postsecondary education or training, but had not completed one term; this is a decrease from the 5.5% rate of 2010–2011 respondents (reported in the FFY 2011 APR). **This means that, while fewer FFY 2012 respondents (22.3% of respondents) were enrolling in higher education or other postsecondary education or training program than reported in the FFY 2011 APR (25.3% of respondents), more respondents were completing at least one term of the program.** Again, the respondents indicated a variety of reasons for not attending or completing a postsecondary education program, such as: couldn’t afford to continue; did not want to continue; planned to go in the future; were working full time; or did not have the necessary skills or qualifications to be accepted in a program. When asked, 13.5% of all respondents indicated having contacted a college or university student assistance center, which is an increase of 2.5% from the 2010–2011 rate reported in the FFY 2011 APR.

Of the 199 respondents reported as not engaged or under-engaged, 69.8% had never been engaged in employment or postsecondary education or training and 30.1% were under-engaged. The total “not engaged” rate was 18.9%, a decrease from the rate of 19.1% reported in the FFY 2011 APR. Under-engaged means that although the individual had been employed or enrolled in some kind of postsecondary education or training program, the 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-SES used the National Post-School Outcomes Center (NPSO) Data Display Templates to further analyze the outcomes data. Outcomes for each subgroup, gender, IDEA disability category, ethnicity, and exit type were examined.

Figure 14-1: Post-school Outcomes by Gender

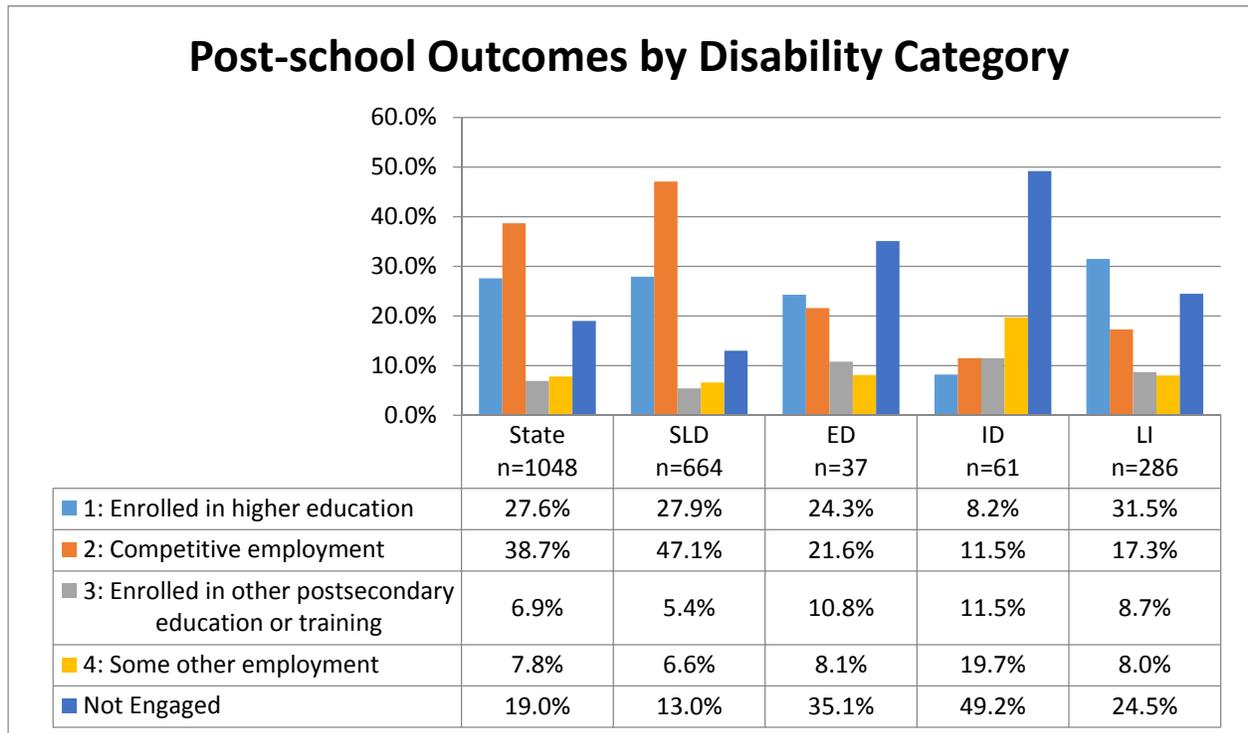


As seen in Figure 14-1, Post-School Outcomes by Gender, females (34.7%) reported being enrolled in higher education more often than males (23.9%). Females (7.0%) also were enrolled in other postsecondary education or training programs more often than males (6.8%). This enrollment difference by gender is similar to the Fall 2012 enrollment figures for all Utah colleges and universities, where 41.8% of the enrollees aged 18–19 years were males and 58.2% were females (Utah System of Higher Education 2013 Data Book, http://higheredutah.org/wp-content/uploads/2013/07/rd_2013_databook_tabC.pdf). Males (44.0%) reported being competitively employed more often than females (28.6%); males and females reported being engaged in some other employment at the same rate (7.8%). Both males (6.4%) and females (8.7%) had worked since leaving school, but had not met the criteria for competitive employment. When asked if they had ever been employed, 27.1% of the females

and 28.3% of the males indicated that they had not worked for pay since leaving school. Males reported being not engaged (17.5%) less often than females (21.8%).

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

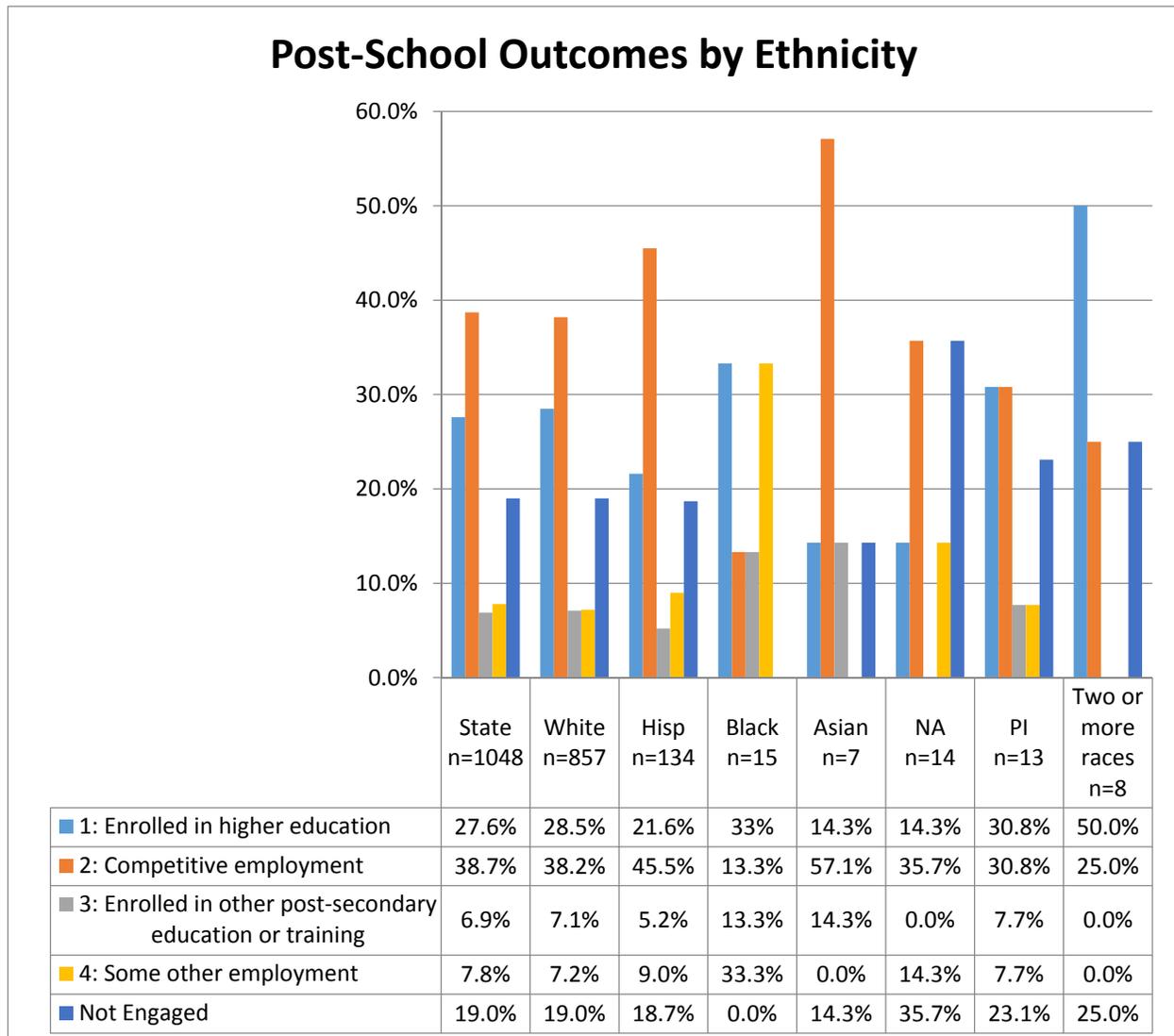
ED—Emotional Disturbance

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)

As seen in Figure 14-2, Post-School Outcomes by Disability Category, more youth in the Low Incidence (LI) eligibility category reported being enrolled in higher education (31.5%) than any other group. Of those grouped as Low Incidence, youth with sensory impairments (hearing or vision impairments) reported being enrolled in higher education (45.4%) more than any other Low Incidence disability category. At 47.1%, youth in the Specific Learning Disability (SLD) eligibility category reported being competitively employed more than any other group. Youth in the Intellectual Disability (ID) eligibility category reported being not engaged more than any other youth group (49.2%).

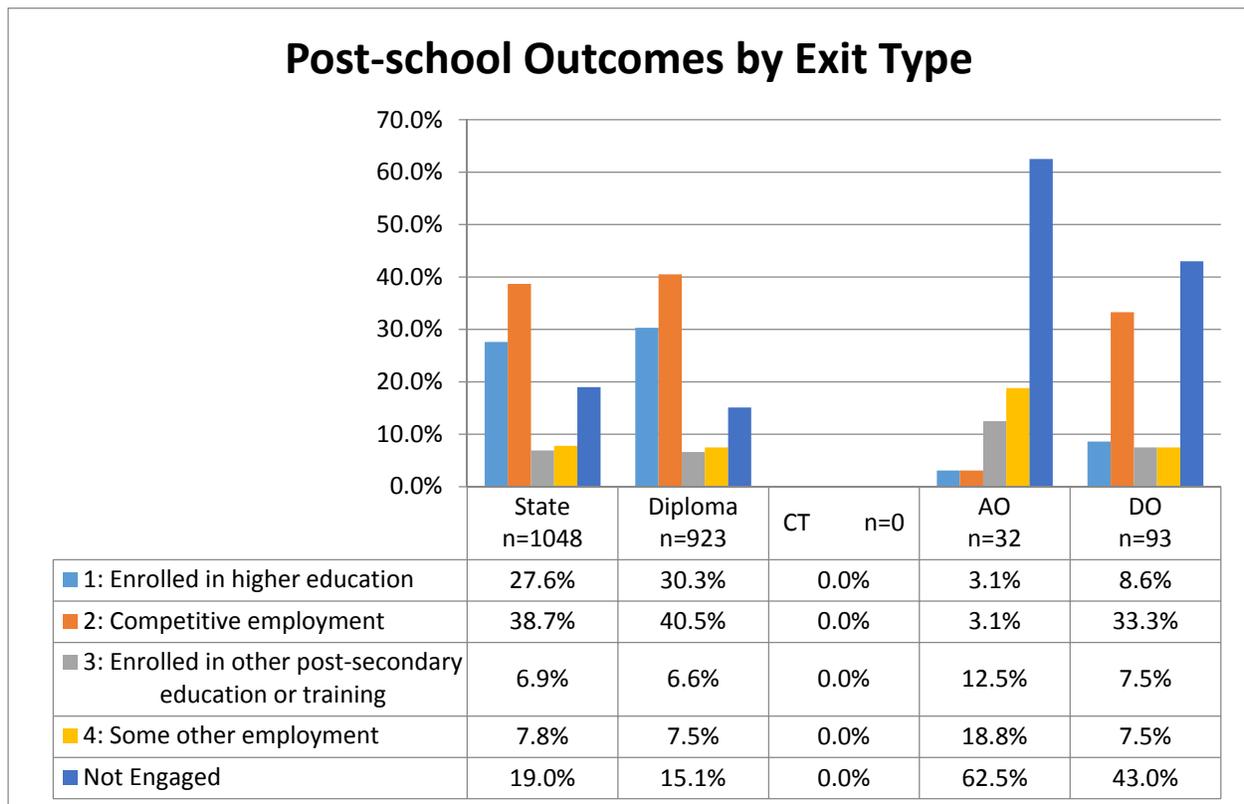
Figure 14-3: Post-school Outcomes by Ethnicity



Hisp—Hispanic/Latino
 NA—Native American/Alaskan Native
 PI—Pacific Islander

The number of responses of minority youth is small; 191 or 18.2% of the total respondents. Figure 14-3 shows that, compared to all respondents, youth reporting to be of two or more races were more likely to be enrolled in higher education, Hispanic youth were more likely to be competitively employed, Asian youth were more likely to be enrolled in some other postsecondary education or training, Black/African American youth were more likely to be engaged in some other type of employment, and Native American youth were more likely to be not engaged or under-engaged. The small number of minority respondents; however, makes it difficult to draw any conclusions from these data. The USOE has implemented improvement activities designed to improve the response rate of minority youth.

Figure 14-4: Post-school Outcomes by Exit Type



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 (30.3%) than any other exit type. An examination of responses by disability group indicates that 23.6% of these youth were identified in school as having a specific learning disability. In all disability categories with respondents (no youth identified as being eligible for special education services in the deaf/blind category responded to the survey), some youth indicated being enrolled in higher education either full- or part-time and completing at least one term.

While students who reached maximum age for eligibility (3.1%) were least likely to be enrolled in higher education, they were most likely to be enrolled in other postsecondary education or training (12.5%). Further analysis of the data indicated these youth served church or humanitarian missions, were engaged in on-the-job training, attended a business or technical college, or enrolled in an on-line program. Youth who dropped out of school reported being engaged in similar types of education or training programs.

Youth who exited school with a diploma were more likely to be competitively employed (40.5%) than any other group, followed by youth who dropped out of school (33.3%). Youth who exited school with a diploma reported being not engaged (15.1%) significantly less than students who dropped out of school (43.0%) or reached maximum age (62.5%). Youth who exited school at age 22 (maximum age for eligibility) were the least likely to be enrolled in higher education (3.1%) or engaged in competitive employment (3.1%). None of the youth who exited at maximum age reported never having been engaged in any postsecondary education or employment.

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. Awarding a Certificate of Completion does not end the LEA's obligation to provide a FAPE to an eligible student. The USOE has provided professional development to LEAs to address reporting the exit status of students who exit at maximum age, thus ensuring the numbers of student exiting at maximum age is reported accurately. No students with disabilities exited school with a Certificate of Completion in 2011–2012, based on data received from LEAs.

Valid and Reliable Data:

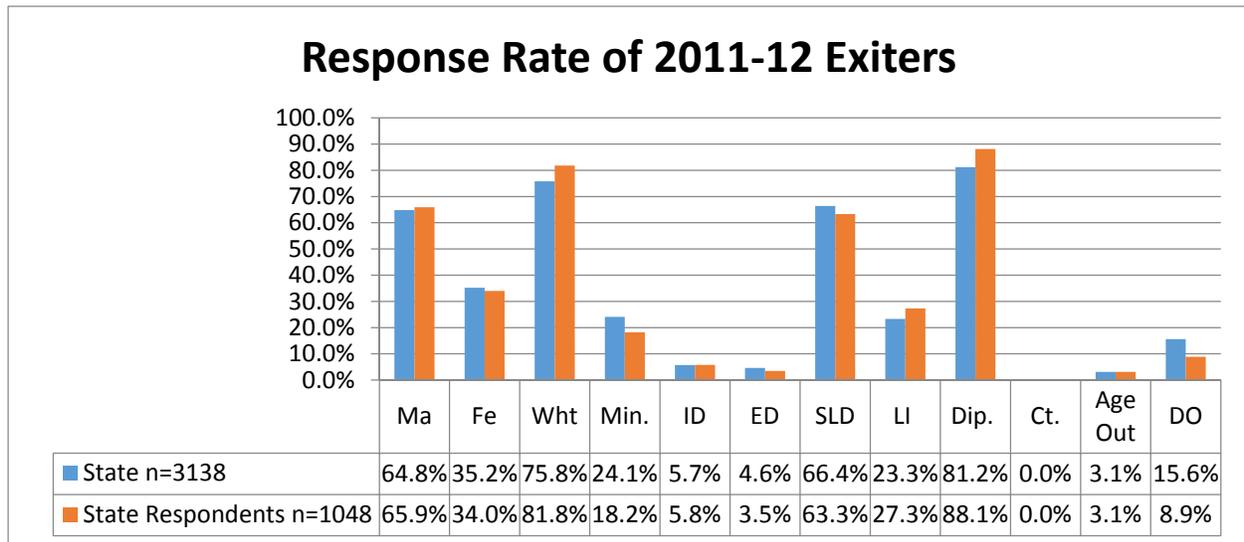
Student information for OSEP reports is regularly submitted to the USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Data Warehouse. Data generated for this survey include: student name, birth date, gender, ethnicity, last known telephone number, disability based 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 33.4% in FFY 2012, and the number of respondents increased from 310 to 1,048.

Trained interviewers attempted to call each of the 3,138 exiters up to six times each between June 2013 and September 2013. Sixty-two exiters were ineligible for the survey and were excluded from the survey pool. Students were ineligible for the survey as follows: ten had returned to high school, ten had not yet graduated, and forty-two were in the wrong class. Of the eligible exiters, 1,048 (33.4%) were successfully interviewed.

The response rate by LEA varied from 0% to 100%, with a median response rate of 31.0% and mean rate of 33.3%. 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 Disability
 ED—Emotional Disturbance
 SLD—Specific Learning Disability
 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 33.4%, meaning of the 3,138 students who exited the school system in 2011–2012, survey responses were not obtained from 2,090 or 66.6% of eligible exiters. Eleven surveys were not completed due to unresolved language, comprehension, or communication barriers; however, Spanish-speaking interviewers were available. In six cases, the former student was unavailable and no other responder was available. One hundred seventy-nine individuals declined to answer questions, 887 phone numbers provided were not accurate, and 996 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) of responses or non-responses. Students in the eligibility category Emotional Disability had the lowest response rate (4.6%) of all disability categories and Specific Learning Disability the highest (66.4%). Exiters who reached maximum age had a 3.1% response rate; diploma recipients had the highest rate at 88.1%. The USOE will continue to work with the NPSO Center to identify strategies to address the low response rates of specific disaggregate groups.

Selection Bias

Display 14-3: Representativeness of Survey Respondents

	Overall	SLD	ED	ID	LI	Female	Minority	Dropout
Target Exiter Totals	3,138	2,083	143	179	733	1,104	758	491
Response Totals	1,048	664	37	61	286	357	191	93
Target Exiter Representation		66.38%	4.56%	5.70%	23.36%	35.18%	24.16%	15.65%
Respondent Representation		63.36%	3.53%	5.82%	27.29%	34.06%	18.23%	8.87%
Difference		-3.02%*	-1.03%	0.12%	3.93%*	-1.12%	-5.93%*	-6.77%*

SLD—Specific Learning Disability

ID—Intellectual Disability

LI—Low Incidence Disabilities

ED—Emotional Disturbance

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

Display 14-4: Representativeness of Minority Survey Respondents

	Overall	Hisp	Black	Asian	PI	NA	2 or More Races
Target Minority Exiter Totals	758	511	63	26	39	88	31
Response Totals	191	134	15	7	13	14	8
Target Minority Exiter Representation		0.8%	2.0%	16.3%	2.8%	1.2%	1.0%
Respondent Representation		0.7%	1.4%	12.8%	1.3%	1.2%	0.8%
Difference		-0.10%	-0.60%	-3.50%*	1.50%	0.00%	-0.20%

Hisp—Hispanic/Latino

PI—Pacific Islander

NA—Native American/Alaskan Native

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

Display 14-5: Representativeness of Dropout Respondents

	Overall	Hisp	Black	Asian	PI	NA	2 or More Races
Target Minority Exiter Totals	491	110	14	2	9	24	5
Response Totals	93	13	3	1	2	4	0
Target Minority Exiter Representation		0.4	2.8	22.4	4.9	1.8	5.3
Respondent Representation		0.1	3.2	13.9	4.3	2.2	0
Difference		-0.3	0.4	-8.5*	-0.6	0.4	-5.3*

Hisp—Hispanic/Latino

PI—Pacific Islander

NA—Native American/Alaskan Native

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

Display 14-6: Representativeness of Respondents by Low Incidence Disability

	Overall	AU	D/B	HI	MD	OI	OHI	SLI	TBI	VI
Target Low Incidence Exiter Totals	733	195	1	21	63	12	342	58	29	12
Response Totals	286	88	0	6	25	2	136	14	10	5
Target Low Incidence Exiter Representation		26.60%	0.14%	2.86%	0.09%	0.02%	46.66%	7.91%	3.96%	1.64%
Respondent Representation		30.77%	0.00%	2.10%	8.74%	0.70%	47.55%	4.90%	3.50%	1.75%
Difference		-4.17%*	0.14%	0.77%	-8.66%*	-0.68%	-0.89%	3.02%*	0.46%	-0.11%

AU—Autism

D/B—Deaf/Blind

HI—Hearing Impaired

MD—Multiple Disabilities

OI—Orthopedically Impaired

OHI—Other Health Impaired

SLI—Speech Language Impaired

TBI—Traumatic Brain Injury

VI—Visually Impaired

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

The USOE used the NPSO Response Calculator to determine the representativeness of the survey respondents. Based on the Response Calculator shown in Display 14-3, survey respondents other than minority respondents, dropouts, and respondents in the Low Incidence category, were representative of the target group. Exiters who were of minority ethnicity and youth who dropped out of school were under-represented as indicated by a negative difference greater than 3%. An analysis of this difference indicated that exiters who self-reported as Hispanic were significantly under-represented, based on NPSO standards, as shown in Display 14-4. Students who dropped out of school were also under-represented, especially students who self-reported as Asian or of two or more races as shown in Display 14-5.

Exiters included in the Low Incidence disability category were over-represented. As seen in Display 14-6, while the overall group was over-represented, the categories of Autism and Multi-Disabilities were under-represented (-4.17% and -8.66%); the disability category of Speech-Language Impairment was slightly over-represented (3.02%); and the disability category of Specific Learning Disability was slightly under-represented (-3.02%).

Explanation of Progress that Occurred for FFY 2012 (Data Year 2012–2013):

Display 14-7: Actual Achieved Data over Time

	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Measurement A	28.7%	33.1%	24.9%	27.6%
Measurement B	55.9%	68.1%	64.7%	66.3%
Measurement C	74.8%	80.6%	80.9%	81.01%
Not Engaged or Under-Engaged	25.2%	19.4%	19.1%	18.9%

Progress has been made in Measurements B and C, as shown in Display 14-7. Measurement A shows a slightly downward trend, although progress was made from FFY 2011 to FFY 2012.

Display 14-8: Actual Achieved Data over Time Based on Engagement Categories

	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Enrolled in Higher Education	28.7%	33.1%	24.9%	27.6%
Competitively Employed	27.1%	35.0%	39.7%	38.7%
Enrolled in Other Postsecondary Education	8.4%	4.3%	6.2%	6.9%
Other Employment	10.6%	8.2%	10.0%	7.8%
Not Engaged	25.2%	19.4%	19.1%	18.9%

Display 14-9: Changes in Types of Other Employment Over Time

Types of Employment	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Company, business or services in the community, employees with and without disabilities	83.6%	78.5%	86%	87.0%
Military/Service	2.4%	0.9%	1.3%	2.5%
Supported Employment (paid work in the community, may also include on-the-job training or job coach)	1.4%	0.7%	1.1%	3.3%
Self-employment/family business, including homemaker, day care provider, or business such a ranch, farm	10.1%	6.7%	6.9%	6.0%
Institution or residential setting, including corrections/jail, mental health facility	0.5%	0.5%	1.1%	0.2%
Sheltered employment (most workers have disabilities)	1.4%	0.7%	2.3%	0.8%

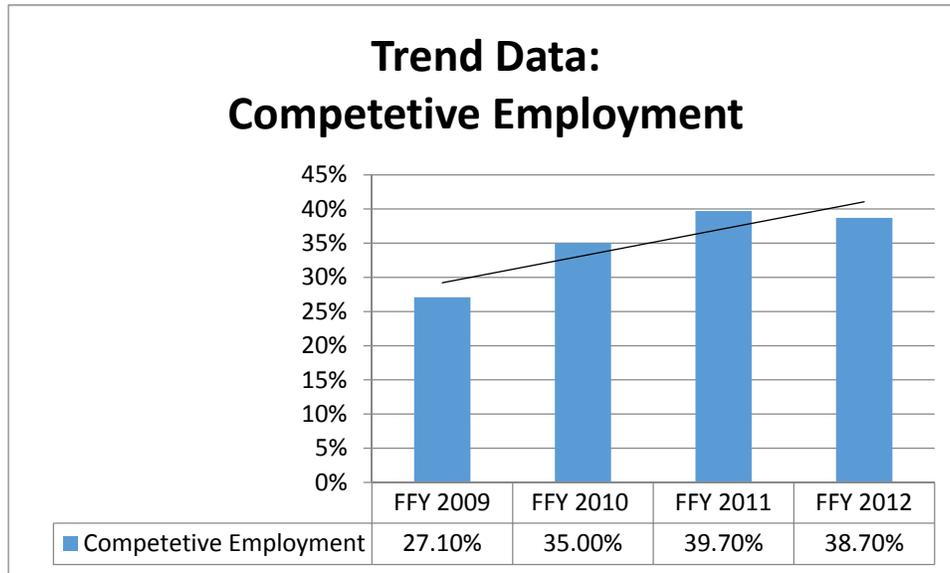
A review of achieved data for employment (Display 14-8) indicates slippage in both competitive (-1.0%) and other employment (-2.2%). Survey respondents indicated that the primary reason respondents cited being unemployed was the inability to find work or the lack of employment opportunities (41.3%), followed by health or disability-related problems (10.6%). This is a change from the results of the survey of 2010–2011 exiters, when lack of ability to find work or lack of employment opportunities was cited by 27.3% of the respondents as the reason for being unemployed, with 28.5% of exiters citing health or disability-related problems. Although the rate decreased for 2011–2012 exiters, data show an upward trend over time for the rate of competitive employment, as shown in Figure 14-5.

Survey results indicate slight changes in types of other employment from 2010–2011 respondents to 2011–2012 respondents (Display 14-9). Utah is an Employment First state and the USOE-SES has been working with other state agencies to provide information and support for youth and their families to encourage use of state resources related to supported employment. Data over time show a gradual increase in the rate of youth in integrated employment settings (e.g., community-based businesses, supported employment, and military), and a decrease in segregated employment (e.g., institutional or residential and sheltered employment). The rate of respondents indicating they are self-employed or work in a family business has decreased very slightly since FFY 2010.

When comparing unemployment rates for the year after youth exited school (2010–2011 and 2011–2012) to rates of employment reported by survey respondents (FFY 2011 and FFY 2012 APRs) the change in employment rate does not follow the same trend as the Utah unemployment rate. The Utah unemployment rate for June 2011 to May 2012 ranged from 7.1% to 5.8%; for June 2012 to May 2013, the unemployment rate ranged from 5.8% to 4.6% (<http://data.bls.gov/timeseries/LASST49000003>).

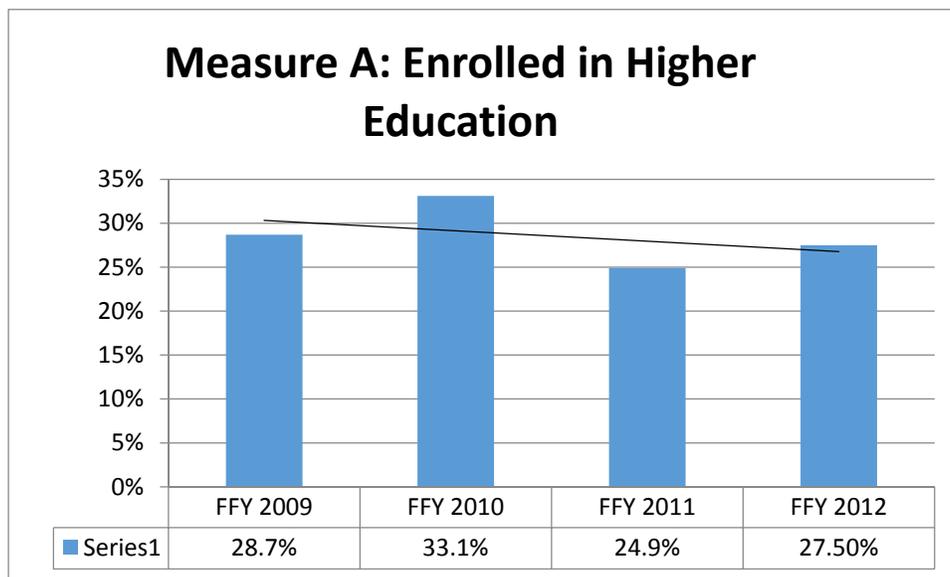
Trend Data

Figure 14-5: Trend Data, Competitive Employment



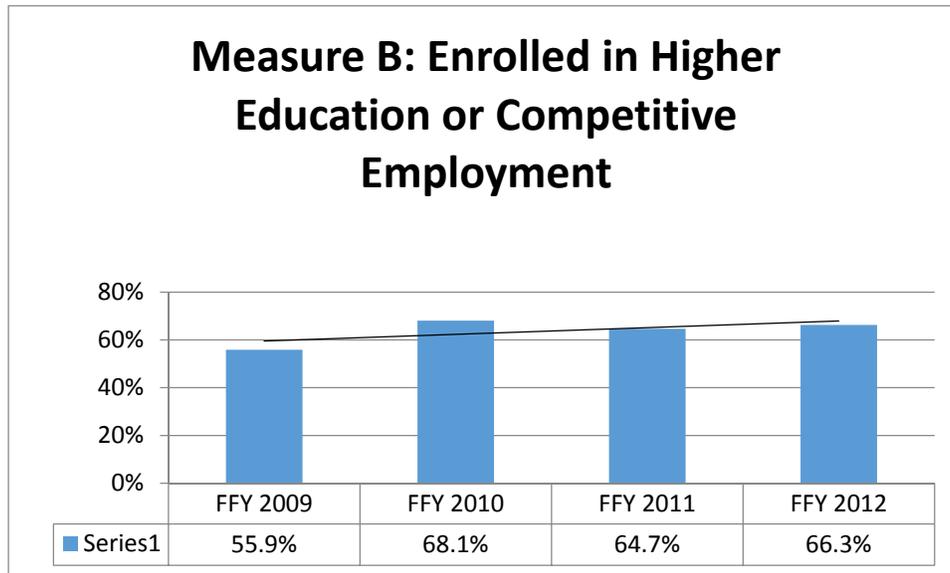
Although the rate of competitive employment decreased for 2011–2012 exiters, data show an upward trend in the rate over time, as shown in Figure 14-5.

Figure 14-6: Trend Data, Measurement A: Enrolled in Higher Education



As shown in Figure 14-6, 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.

Figure 14-7: Trend Data, Measurement B: Enrolled in Higher Education or Competitive Employment



As shown in Figure 14-7, Measurement B, which includes students enrolled in higher education or competitive employment, is on an upward trend. This is due to the upward trend of exiters engaged in competitive employment, as reflected in Figure 14-5.

Figure 14-8: Trend Data, Measurement C: Enrolled in Higher Education or Other Postsecondary Education or Competitive Employment or in Some Other Employment

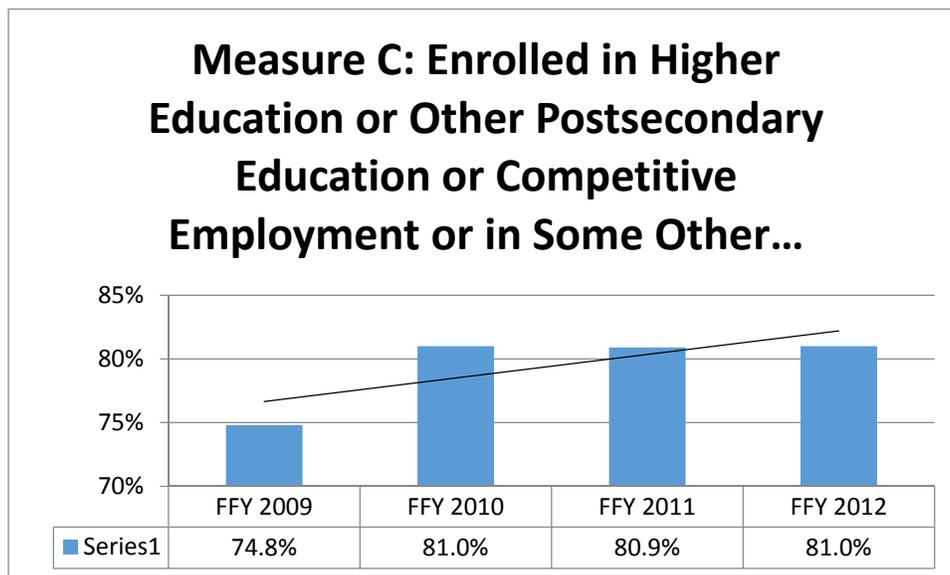


Figure 14-8 shows the marked upward trend for Measurement C. This indicates that the engagement rate of exiters is on an upward trend from FFY 2009.

Figure 14-9: Trend Data, Exiters Not Engaged or Under-Engaged

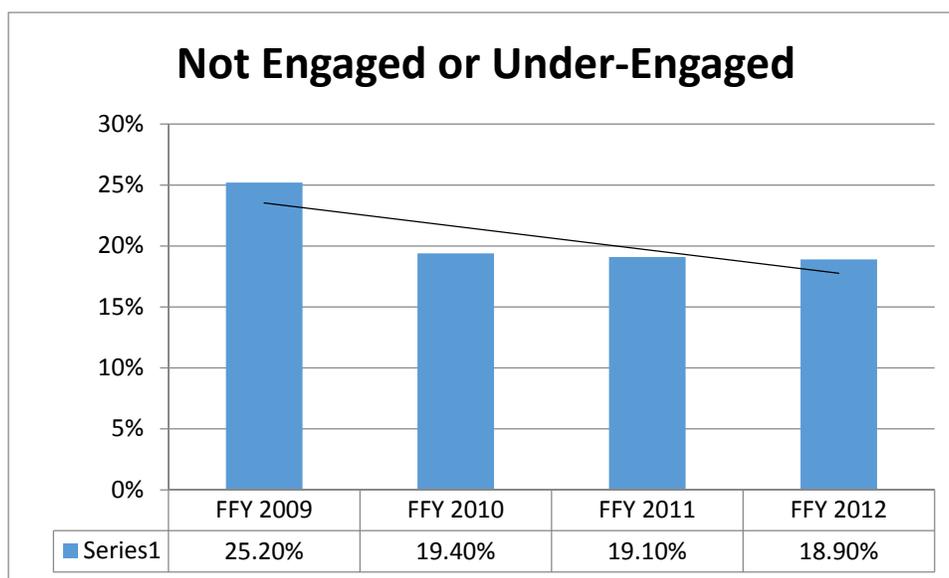


Figure 14-9 shows a gradual downward trend since FFY 2009 in the numbers of exiters who were not engaged (never employed or enrolled in postsecondary education) or were under-engaged (employment or enrollment did not meet requirements for reporting in Indicator 14).

Correction of FFY 2011 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2011 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 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 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 (3) from above)	N/A
5. Number of FFY 2011 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

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

Not applicable.

Part B State Annual Performance Report (APR) for FFY 2012

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.

	Measurable and Rigorous Target
FFY 2012 (Data Year 2012–2013)	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 2012: 100.00%

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

	Identified 2011–2012 Corrected Within 1 Year
Target	100.00%
# of Total Findings	1,094
# Corrected within One Year	1,094
% 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 1,094 findings of noncompliance made and 1,094 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

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.	Dispute Resolution: Complaints, Hearings	0	0	0
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.				
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	17*	69*	69*
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	0	0	0

*All findings were specific to Indicator 3 related requirements.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>4A. Percent of LEAs identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. 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.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	35**	372**	372**
6. Percent of preschool children aged 3 through 5 early childhood placement.	Dispute Resolution: Complaints, Hearings	6**	7**	7**

**All findings were specific to Indicator 5 related requirements.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	29	185	185
	Dispute Resolution: Complaints, Hearings	1	2	2
9. Percent of LEAs with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
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. Utah's state-established timeline is 45 school days.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	8	8
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	25	157	157
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Other	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	33	279	279
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Evaluation and Eligibility	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	11	11
	Dispute Resolution: Complaints, Hearings	2	2	2
Sum the numbers down Column a and Column b			1,094	1,094
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%

Explanation of Progress that occurred for FFY 2012:

- The USOE developed and uses a web-based compliance monitoring application for compliance data collection. 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 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 continued compliance with the target of 100% for this indicator.
- The implementation of several activities has also resulted in ensuring timely correction of all findings 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.

Display 15-3: Yearly Progress on Indicator 15

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Number of Findings Corrected within One Year	165	563	507	499	382	587	1,754	1,094
Total Number of Findings Issued	190	593	518	504	382	587	1,754	1,094
% of Findings Corrected within One Year	86.80%	94.94%	97.88%	99.01%	99.48%	99.83%	100%	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, FFY 2010, and FFY 2011 have corrected their findings of noncompliance. As a result, no enforcement actions were needed.
- In those LEAs with findings, all findings were corrected as soon as possible, but in no case later than one year of identification.

Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012 (Sum of Column a on the Indicator B15 Worksheet)	1,094
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)	1,094
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
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 <u>not</u> yet verified as corrected [(4) minus (5)]	N/A

Actions Taken if Noncompliance Not Corrected:

All FFY 2011 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 2011 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 2011 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 2011 (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 2010 Findings of Noncompliance (if applicable):

Correction of remaining FFY 2010 findings of noncompliance is not applicable because all FFY 2010 findings were corrected as of the FFY 2011 APR.

If the State reported <100% for this indicator in its FFY 2010 APR and did not report that the remaining FFY 2010 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2010 findings noted in OSEP's June 2011 FFY 2011 APR response table for this indicator	0
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	N/A

Correction of Any Remaining Findings of Noncompliance from FFY 2009 or Earlier (if applicable):

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

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

Statement from the Response Table	State's Response
<p>In reporting on correction of noncompliance in the FFY 2012 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2011; (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.</p>	<p>The State's response is described above in the section titled: Verification of Correction for findings of noncompliance reported in the FFY 2011 APR (either timely or subsequent).</p>
<p>In the FFY 2012 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 2012 APR, the State must use the Indicator 15 Worksheet.</p>	<p>The State's response is described above in the section titled: Verification of Correction for findings of noncompliance reported in the FFY 2011 APR (either timely or subsequent). Utah used the required Indicator 15 Worksheet.</p>
<p>In responding to Indicators 11, 12, and 13 in the FFY 2012 APR, the State must report on correction of the noncompliance described in those indicators.</p>	<p>The State has reported on correction of noncompliance, as applicable, in all FFY 2012 APR Indicators.</p>

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	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 2012
Number of Resolution Sessions Held	7
Number of Resolution Sessions Resulting in Agreements	0

Since the number of resolution sessions held remained under 10 for FFY 2012, Utah is not required to report on this indicator.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (Data Year 2012–2013)	Ninety (90) percent of mediations will result in mediation agreements.

Display 19-1: Number of Mediations

	FFY 2012
Number of mediations held	5
Number of Mediations Resulting in Agreements	4

Since the number of mediations held remained under 10 for FFY 2012, Utah is not required to report on this indicator.

Part B State Annual Performance Report (APR) for 2012

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.

	Measurable and Rigorous Targets
FFY 2012 (Data Year 2012–2013)	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 2012: 91.30%
The target of 100% was not met.
 Display 20-1 provides details of the timeliness and accuracy calculations.

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.

Display 20-1: Detailed Information on the Timeliness and Accuracy of Utah 618 Data

FFY 2012 APR Utah

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/6/13	1	0	0	1	2
Table 2 - Personnel Due Date: 11/6/13	0	1	1	N/A	2
Table 3 - Ed. Environments Due Date: 2/6/13	1	1	1	1	4
Table 4 - Exiting Due Date: 11/6/13	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/6/13	1	0	1	N/A	2
Table 6 - State Assessment Due Date: 12/19/13	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/7/13	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/13	1	1	N/A	N/A	2
				Subtotal	19
618 Score Calculation			Grand Total (Subtotal X 1.8695) =		35.52

Indicator #20 Calculation	
A. APR Grand Total	43.00
B. 618 Grand Total	35.52
C. APR Grand Total (A) + 618 Grand Total (B) =	78.52
Total N/A in APR	0
Total N/A in 618	0
Base	86.00
D. Subtotal (C divided by Base*) =	0.913
E. Indicator Score (Subtotal D x 100) =	91.30

Explanation of Zeros in the Utah 618 Data – Indicator 20 Report (See Display 20-1):

Table 1 - Child Count:

(Complete Data): As required, the December 1, 2012 child count data was taken from a data set that was originally submitted through EDEN in February of 2013. However, in the original data submission, there were LEAs whose data were missing and thus not included in the data submission. That missing data was entered into the 002 file and was resubmitted in April during the window of data correction. The fact that not all LEA's data was represented in the original data submission, caused the child count data submission to be determined incomplete.

(Passed Edit Check): In reviewing the 002 data, the USOE was missing data in the specific categories of Educational Environment, Developmentally Delayed, Orthopedic Impairment, Traumatic Brain Injury, Parentally Placed, and Residential Facility placement. The totals of these specific categories did not equal the total number of enrolled students with disabilities that were reported for our state. In reviewing the data, it is evident that there was an issue with missing zero counts within those specific categories. As stated in the "Complete Data" section, the data was corrected and resubmitted in April during a window of data correction.

Table 2 – Personnel:

(Timely): The USOE has been working diligently with LEAs to submit their personnel data early in the year to allow time to correct errors before the November submission. However, we continue to have LEAs that do not respond to requests for personnel data submission. Doing a root cause analysis, the USOE has identified that the majority of our LEAs who submitted their reports late were new charters schools who had not understood the data submission requirements and reported being overwhelmed by the process of opening a new school thus not paying attention to submission and contact requests. The USOE did submit the personnel data on the date required, but it came in a couple hours after the deadline.

Table 5 – Discipline:

The USOE has been diligently working with LEAs to improve the accuracy of their discipline data recording and reporting processes. Based on an internal review of the submitted data, the USOE found what appears to have been a coding error when reporting for gender. Seven male students were reported as participating in incidents that resulted in a "Serious Bodily Injury" and the data submitted through EDEN, accurately shows that information. There were no female students reported as participating in incidents that resulted in a "Serious Bodily Injury" and thus that column was left blank. However, instead of leaving that column blank, a zero should have been entered. This error was considered a "missing zero count."

Explanation of Slippage:

For FFY 2012, OSEP calculated and reported that Utah had 91.30% data for timeliness and accuracy which represents slippage from the 95.65% of FFY 2011. The USOE has been working internally for several years to improve our process of submitting timely and accurate data but has experienced substantial turn over in personnel in the special education data manager position as well as in information technology personnel who submit the data through EDEN and analyze any errors reports. The USOE has also spent substantial effort working with LEAs to improve their data submission timeliness and accuracy. Improvements have been made, but unfortunately, are not reflected in the current FFY 2012 percentage.

The USOE found inconsistencies in the discipline data reported for gender regarding an incident involving a "Serious Bodily Injury". In the row that reports for female students, the data shows a blank in the

percent of female students who were involved with the “Serious Bodily Injury” incident. This should have been entered as a zero instead of being left blank, thus it was determined that this is a “missing zero count” issue, which flagged an error in our data reporting.

The USOE submitted the personnel report on the due date but several hours after the 12am Eastern Time deadline as there were a few LEAs who did not submit their data on time and did not respond to USOE requests for compliance. The lateness of the report caused the USOE report to be untimely.

Correction of Previous Year’s Noncompliance:

In FFY 2011, the State calculated and reported 95.65% 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 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 and FFY 2011, 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):

None.

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
DSPD	Division of Services for People with Disabilities
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
Ma	Male
MHEDIC	Mental Health Education Integration Consortium
Min	Minority
MRRRC	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
Rtl	Response to Intervention
SES	Special Education Services
SEOP	Student Education Occupation Plan
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
UMTSS	Utah Multi-tiered System of Supports
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
UTAT	Utah Transition Action Team
UTREx	Utah eTranscript and Records Exchange
Wht	White
WRR	Weighted Risk Ratio

Appendix B

Improvement Activities

Indicators			Completed Activity	Activity Results
1	2		<p>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.</p>	<ul style="list-style-type: none"> • Three schools and two LEAs (three high schools, one charter high school and one school district with representatives from all schools) received professional development on examining data to identify causes and needs, as well as addressing, reviewing, and selecting research-based practices to identified causes and needs. • At the end of the professional development series, each team developed a dropout prevention plan based on individual school needs as identified through data analysis. The plans have been implemented with support and the USOE is awaiting effectiveness data at the time of this APR submission. • The USOE, NDPC-SD, and Regional Educational Laboratory at WestEd (REL West) developed the Utah Alliance, a professional learning committee. The Utah Alliance is composed of schools participating in the NDPC-SD professional development, USOE staff, and the Alliance Advisory Panel. This provides the school staff access to additional support. • The approval of the USOE’s application to receive NDPC-SD intensive technical assistance increased the knowledge base of USOE staff in evidence-based strategies resulting in improved school completion rates. • Please note that this improvement activity took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
1	2		<p>Provided professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents.</p>	<ul style="list-style-type: none"> • The Statewide Transition Institute was held April 2013 and attended by 17 LEA teams composed of special educators, administrators, agency representatives, and parents. • Targeted professional development activities, provided in a variety of locations and manners, increased the knowledge base of activity participants related to the impact of school completion on achievement of post-secondary goals. • The SPP/APR Indicator 13 compliance rate increased from 86.03% in FFY 2011 to 87.72% compliance in FFY 2012. • There was also an increase in the graduation rate for students with disabilities from 58.6% in FFY 2011 to 60.9% in FFY 2012. • Please note that this improvement activity took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.

Indicators			Completed Activity	Activity Results
1	2		Assisted with organizing and participating in the development of an early warning system, customized to Utah, designed so schools can identify students at risk for dropping out of school.	<ul style="list-style-type: none"> • All teams participating in the dropout prevention intensive technical assistance provided by NDPC-SD received professional development in the use of the Utah Early Warning System (Utah EWS). • Four teams implemented the Utah EWS school-wide and one team implemented the Utah EWS with students receiving specific dropout prevention interventions. All teams received on-site assistance to facilitate accessing LEA data and implementing the EWS. No effectiveness data are available at the time of this APR submission. • Please note that this improvement activity took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
1	2		Participated in an analysis of student IEP file review data in the context of student graduation and dropout status as well as post-school outcomes.	<ul style="list-style-type: none"> • The analysis was completed and the report shared with LEA special education directors, special educators, and Vocational Rehabilitation counselors. • The analysis found that, as a group, students with disabilities had poorer post-school outcomes than their general education classmates, with students classified with emotional disturbance having the weakest outcomes overall. • Please note that this improvement activity took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
1	2		Participated 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 environment.	<ul style="list-style-type: none"> • This is in progress as the data analysis is complete; however, the final report is not complete. • Please note that this improvement activity took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
1	2		Represented students with disabilities on the USOE Dropout Prevention Committee charged with providing LEAs with resources, including evidence-based practices, to increase school completion.	<ul style="list-style-type: none"> • The draft report was completed during the Summer 2013 and will be presented to the Utah State Board of Education for review during the 2013–14 school year. • Please note that this improvement activity took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.

Indicators			Completed Activity	Activity Results
3			Improved Mathematics content instruction and knowledge for pre-service teachers by Institutions of Higher Education (IHEs).	<ul style="list-style-type: none"> • Brigham Young University, Weber State University, the University of Utah, and Utah State University participated in discussions with the USOE and are either in the process of restructuring of their special education coursework or adding Mathematics content courses for pre-service teachers. • All IHEs are actively working to address the additional requirements in the Utah special education Mathematics endorsement for 2014–2015. • Utah special education and general education pre-service teachers are routinely invited to participate in USOE-sponsored special education-related professional development. • Based on communications with Utah IHEs and pre-service teachers, it is evident that all stakeholders are increasingly aware of the need for higher levels of Mathematics content knowledge and instructional competency among special educators.
3			Provided professional development Statewide on the Essential Elements for English Language Arts and Mathematics, and including the Extended Core Standards for Science.	<ul style="list-style-type: none"> • Professional development was provided to 162 special educators who instruct students with significant cognitive disabilities to achieve awareness and knowledge of the Essential Elements/Extended Core Standards. • The professional development 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 are ensured, as indicated by UPIPS monitoring data. • 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. • The USOE has provided extensive professional development to LEAs through conferences, in person workshops and meetings, and online tutorials regarding the appropriate use of standards-based IEPs to ensure alignment of specialized instruction with the Utah Core Standards and Essential Elements/Extended Core. This resulted in increased awareness of the need and willingness for special educators to work with general educators to assist students with disabilities to access and progress in the Utah Core Standards.

Indicators			Completed Activity	Activity Results
4A			<p>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.</p>	<ul style="list-style-type: none"> • Technical assistance was provided to LEAs 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. • 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. • Students receive special education and related services in the LRE. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
4A			<p>Collaborated with the USOE Comprehensive Counseling and Guidance Program to promote and review programs for at-risk students.</p>	<ul style="list-style-type: none"> • The USOE Comprehensive Counseling and Guidance Program conducted four State-wide advisory council meetings to develop the State-wide philosophy delivery components. These components involved the following four areas: <ul style="list-style-type: none"> ○ 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 Student Education Occupation Plan (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.

Indicators				Completed Activity	Activity Results
					<ul style="list-style-type: none"> • 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. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
4A				Established university partnerships for the purpose of program evaluation and curriculum development.	<ul style="list-style-type: none"> • In October 2012 the USOE-SES hosted the annual conference on Advancing School Mental Health in collaboration with the National Center for School Based Mental Health. • In partnership with the University of Utah Department of Educational Psychology, five programs and curriculums were developed with regards to the following topics: school truancy, bullying, student on task behavior, social skills and effective school discipline. • 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. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
4A				Organized the State-level Community of Practice (CoP) Group focusing on school-based mental health services.	<ul style="list-style-type: none"> • The CoP on School-Based Behavioral Health addressed issues involving youth at risk for school failure. Work groups met to address the multiple factors that promote increased achievement. Continued work and supports on indicators of success were conducted that assisted in the facilitation of a broad-based understanding and commitment to action, reflection, and change. • During the 2011–2012 and 2012–2013 school year, Utah continued the 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. <ul style="list-style-type: none"> ○ Participants in the CoP included representatives from four State agencies, nine 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 Legislative 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

Indicators				Completed Activity	Activity Results
					<p>mental health services.</p> <ul style="list-style-type: none"> o 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. • 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 has continued to improve. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
4A	4B			<p>Conducted a data review after the December 1 Child Count data submission to share with LEAs any possible data concerns that have been flagged related to rates of suspensions and expulsions for students with IEPs.</p>	<ul style="list-style-type: none"> • USOE Specialists conducted a data review of the December 1 data submission and shared with 30 LEAs possible data concerns related to rates of suspensions and expulsions for children with IEPs. • As a result of this activity, LEAs addressed the data concerns internally and provided additional professional development on data definitions. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
4B				<p>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.</p>	<ul style="list-style-type: none"> • 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 reviews were conducted. • Suspension and expulsion data were reviewed and no LEAs were flagged for a significant discrepancy. • Utah has maintained the 0% rate of LEAs having a significant discrepancy in the rates of suspension/expulsion greater than ten days in a school year. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.

Indicators			Completed Activity	Activity Results
4B			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.	<ul style="list-style-type: none"> • 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. • The target of 0% was met of LEAs having a significant discrepancy in the rates of suspension/expulsion greater than ten days in a school year. • It is important to note that these improvement activities took place between July 1, 2012 and June 30, 2013; this APR is reporting data from 2011–2012.
5			Provided IDEA State-level Activities Set Aside Funding to LEAs to enhance services for students in LRE.	<ul style="list-style-type: none"> • A selected group of LEAs were awarded an average of \$10,000.00 each to create and maintain collaboration with general education in literacy and/or mathematics instruction for all students. • Professional development was provided to approximately 400 educators in the LEAs who were awarded funds. • This activity enabled LEAs to tailor professional development needs based on local student data and increased collaboration between general education, special education, and Title I staff at the LEA level, as documented through evaluation data reported by LEAs and LEA attendance records. • 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.
5	11		Provided LEAs with a summary of LRE data to be used in Self-Assessment and verification portions of the UPIPS monitoring process.	<ul style="list-style-type: none"> • LEAs were provided with a summary of LRE data, in comparison to State data, for Self-Assessment and verification portions of the UPIPS monitoring system. The USOE is continuing to work with targeted LEAs to address data questions and LRE policies and procedures, as indicated by LRE data. • USOE-SES staff reviewed LRE data through the UPIPS Monitoring Desk Audit. LRE data are considered during assignment of risk to LEAs for monitoring purposes. • This activity resulted in 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. This activity also increased the collaboration between LEAs and the USOE to improve LRE data as documented in this APR.

Indicators			Completed Activity	Activity Results
5			<p>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.</p>	<ul style="list-style-type: none"> • USOE-SES staff provided strategies for delivering instruction using students' unique learning strengths and cognitive styles to LEAs. • USOE-SES staff 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 web-based professional development located at http://www.updc.org/autism/: <ul style="list-style-type: none"> ○ Autism Internet Professional Development Modules ○ Foundations of Autism Conference podcasts and handouts ○ 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.
6			<p>Provided annual professional development and technical assistance to LEAs based on an analysis of LRE data.</p>	<ul style="list-style-type: none"> • As Utah does not provide universal preschool, LEA Special Education Directors received professional development about strategies for providing a full continuum of placement alternatives to preschool students with disabilities and for increasing the number of special education preschool students who receive their services in settings in which the students can interact with general education peers.
6			<p>Joined the Expanding Opportunities Initiative (Inclusion Project through ECTA Center).</p>	<ul style="list-style-type: none"> • The USOE-SES staff received ongoing professional development and technical assistance from ECTA Center. • The USOE-SES staff shared all resources with LEA Special Education Directors and Preschool Coordinators at quarterly meetings. • As a result, LRE opportunities for students ages 3–5 improved and LEA awareness was also increased.
6			<p>Provided LEAs with case law decisions regarding LRE cases for preschool students with disabilities.</p>	<ul style="list-style-type: none"> • As Utah does not provide universal preschool, LEA Special Education Directors received professional development about strategies for providing a full continuum of placement alternatives to preschool students with disabilities and for increasing the number of special education preschool students who receive their services in settings in which the students can interact with general education peers.

Indicators			Completed Activity	Activity Results
6			Designed and facilitated regional problem solving discussions regarding the implementation of LRE.	<ul style="list-style-type: none"> • The USOE-SES staff facilitated several regional discussions across the state and invited LEA Special Education Directors, LEA Preschool Coordinators and preschool teachers. • Upon LEA request, the USOE-SES staff provided an experienced mentor for new preschool teachers in small, rural LEAs. • As a result, LRE opportunities for students ages 3–5 improved and LEA awareness was also increased.
6			Provided all LEAs with a review of the LRE continuum data at the end of the year.	<ul style="list-style-type: none"> • In the spring of 2013, all LEA Special Education Directors were provided with a review of their LRE continuum data. LEA Preschool Coordinators were also provided with copies of the data. • As a result, LRE opportunities for students ages 3–5 improved and LEA awareness was also increased.
6			Updated LRE Manual to be used by LEAs and made available digitally.	<ul style="list-style-type: none"> • The USOE-SES staff updated several chapters of the preschool LRE manual, and reposted it on the website. LEAs are able to access the information regarding LRE immediately.
7			Developed a new system to collect student outcome data.	<ul style="list-style-type: none"> • The USOE-SES staff used the ECO calculator to collect data and analyze data. • A web-based UPOD data system began development during FFY 2010; due to delays, the system was not in place until FFY 2013.
7			Provided professional development on the UPOD process.	<ul style="list-style-type: none"> • Professional development was provided to multiple school districts Statewide 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 accurate and reliable outcomes data. • This activity resulted in increased school district staff knowledge of and compliance with the requirements to assess for the three Preschool Outcomes on all preschool students with disabilities and improved understanding of how and why preschool outcomes data must be collected to support better outcomes for preschool students with disabilities.
7			Continued to update the UPOD process.	<ul style="list-style-type: none"> • The USOE-SES staff updated the USOE website as well as the UPDC website with the latest UPOD information as well as resources from professional development activities and ECTA Center. • The USOE-SES staff continued working with a UPOD focus group consisting of LEA Preschool Coordinator representatives to address UPOD concerns. • This activity resulted in LEAs' ability to immediately access accurate information about completing UPOD assessment forms.

Indicators			Completed Activity	Activity Results
7			Linked with the ECTA Center for additional resources and technical assistance.	<ul style="list-style-type: none"> • The USOE-SES staff participated in ongoing conference calls with the ECTA Center and participated in the ECTA Center conference. • School districts received current and accurate information and were better able to examine their preschool outcomes data leading to more focused and applicable professional development.
7			Revised baseline for Summary Statement 1 and 2 in FFY 2014.	<ul style="list-style-type: none"> • Continue to gather data to contribute to a revised baseline in FFY 2014. • FFY 2012 Preschool Outcomes data shows a drop in the number of students with disabilities exiting preschool with skills levels similar to their typical peers, which appears to indicate Utah's data is becoming more accurate.
8			Reported data analysis results to Utah Parent Center (UPC) annually.	<ul style="list-style-type: none"> • The UPC staff members are familiar with the Parent Survey questions and are able to answer questions when parents call about the survey. The USOE received suggestions from the UPC and implemented suggestions during the focus group discussion.
8			Facilitated a focus group of LEAs and the UPC to determine effective maintenance strategies, effective practices, and areas for improvement.	<ul style="list-style-type: none"> • LEAs and other focus group participants reviewed the data and identified trends. They generated a list of effective training strategies and recommendations for LEAs whose parents will be receiving the Parent Survey during 2014. The list was disseminated in FFY 2013. • A slight downward trend is noted for subset question #3 regarding the communication of the school with parents who speak a language other than English.
8			Disseminated effective maintenance strategies and effective practices to LEAs.	<ul style="list-style-type: none"> • LEAs have web access to effective maintenance strategies and effective practices.
8			Administered parent survey, collected, recorded, and aggregated data from parent survey, and compared data collected to sampling plan to ensure adequate sample size and address issue of non-responders, if applicable, through follow-up phone surveys and/or by resending the survey to corrected addresses.	<ul style="list-style-type: none"> • A questionnaire was mailed to the parents of 4,280 selected students; 908 parents responded for a response rate of 21.2% showing a higher response rate over the past two years. • A second round of surveys was sent to corrected addresses during September of 2013, which yielded an additional 73 completed surveys. • A third round of surveys was sent to non-responders during November of 2013, which yielded an additional 100 completed surveys. • A fourth round of surveys was sent to LEAs with low response rates and non-responders which yielded an additional 77 completed surveys. • Finally, personal phone calls were made to parents residing in LEAs with low response rates, which yielded an additional 32 completed surveys.

Indicators			Completed Activity	Activity Results
8			Analyzed data to determine areas that need improvement and commendation. Report data results to LEAs annually.	<ul style="list-style-type: none"> • The state target of 89.27% of parents who reported that the school facilitated their involvement was met. Twenty-eight LEAs received reports and were able to compare local results with state results. Seventeen LEAs exceeded the State target while 11 LEAs did not meet the State target. • LEA reports have been posted on their UPIPS portal. • Those LEAs not meeting state targets are encouraged to address the need for improvement as part of their UPIPS comprehensive improvement plan.
9	10		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 LEA policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices for the targeted LEAs.	<ul style="list-style-type: none"> • Only one LEA was flagged for suspected disproportionate representation in its special education population for Indicator 9. • Only three LEAs were flagged for suspected disproportionate representation in their special education populations for Indicator 10. • The State required that the one LEA that was flagged for disproportionate representation for Indicator 9 and the three LEAs that were flagged for disproportionate representation for Indicator 10 submit documentation of their policies, procedures, and practices to the State for review. • The LEAs' policies, procedures, and practices were reviewed by the State for both indicators. 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. • One flagged LEA received follow-up monitoring for Indicator 9 and three flagged LEAs received follow-up monitoring for Indicator 10, thereby ensuring students with disabilities are not being incorrectly identified, evaluated, and placed inappropriately in special education and related services. • 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 LEAs. 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

Indicators				Completed Activity	Activity Results
					ensures that students with disabilities are not disproportionately represented as a result of inappropriate identification.
9	10			Provided professional development to identified LEAs on evaluation and eligibility determination procedures.	<ul style="list-style-type: none"> Professional development on identification, evaluation, and placement of students with disabilities was provided and was 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. This activity resulted in Utah maintaining meeting the targets.
9	10			Continued to collect, disaggregate, and compare 618 data.	<ul style="list-style-type: none"> 618 data are collected annually and are collected and disaggregated by LEA and by school level. Annual collections make possible comparisons over time. 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.
9	10			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.	<ul style="list-style-type: none"> 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 2012–2013 school year developed policy and procedure manuals that were submitted to and approved by the USOE in FFY 2012. 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. As a result, 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.
3	5	9	10	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).	<ul style="list-style-type: none"> Statewide professional development, in collaboration with general education and Title I, was provided in the following areas: <ul style="list-style-type: none"> Response to Intervention (RTI)/MTSS DIBELS, progress monitoring, screening Assessments, informal and formal Interventions for struggling readers Behavior strategies Tiered instruction English Learners (EL) instruction English Language Arts, Mathematics, and Science instruction strategies Co-teaching Utah Core Standards and Essential Elements Participants included general and special educators

Indicators				Completed Activity	Activity Results
					<p>in both elementary and secondary settings, administrators, parents, and Title I school personnel.</p> <ul style="list-style-type: none"> As a result, there is 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 second 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.
9	10			<p>Collaborated on program development of tiered instruction to support students in the LRE.</p>	<ul style="list-style-type: none"> A tiered instruction framework was developed to support students in the LRE: <ul style="list-style-type: none"> 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. The provision of a consistent instruction/intervention framework was available for all LEAs. 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. This activity resulted in Utah maintaining meeting the targets.
9	10			<p>Applied Risk Ratio formula to disaggregated data at State and LEA levels to identify LEAs with disproportionate representation in their special education population and in specific disability categories.</p>	<ul style="list-style-type: none"> 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, four total LEAs (one on Indicator 9 and three on Indicator 10) were flagged with a risk ratio of 3.00 or larger. This triggered a State review of the policies, procedures, and practices for the four 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.

Indicators				Completed Activity	Activity Results
					<ul style="list-style-type: none"> Results of this activity were that four total LEAs were flagged for potential disproportionate representation. The State conducted a review of each LEA's policies, procedures, and practices and ensured that there are no inappropriate identification policies, procedures, and practices in each LEA resulting in disproportionate representation.
11				<p>Monitored for initial evaluation timelines within each LEA and documented reasons timeline was exceeded, if applicable.</p>	<ul style="list-style-type: none"> 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 was specifically requested and collected by the USOE and maintained in a database for this indicator. LEA Special Education Directors and staff received immediate feedback on their performance on this requirement, clarification of the requirement, and additional on-site 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.
11				<p>Analyzed monitoring data regarding initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded.</p>	<ul style="list-style-type: none"> The USOE aggregated data for purposes of this APR and provided LEAs with an analysis of their data. LEAs with initial evaluations exceeding 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. USOE and LEA staff, when presented with State and LEA data, observed trends and planned to address needs demonstrated by the data, resulting in the USOE and LEA staff working together to address teacher noncompliance issues as documented by discussions

Indicators				Completed Activity	Activity Results
					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.
11				Provided LEA-level data to LEAs on their status regarding initial evaluation timelines, eligibility, and range/reasons if timeline is exceeded.	<ul style="list-style-type: none"> • 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 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. • This activity resulted in increased discussion of LEA data among LEA staff 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.
11				Provided professional development to special education teachers, related service providers, and evaluators Statewide on initial evaluation timeline requirements.	<ul style="list-style-type: none"> • USOE-SES staff provided professional development 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. • This activity resulted in State-wide 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.

Indicators			Completed Activity	Activity Results
11			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.	<ul style="list-style-type: none"> The manual was completed and disseminated during the 2009–2010 school year and continues to be disseminated by the UPC to school staff and parents during the 2012–2013 school year. It is also posted on the UPC website at http://www.utahparentcenter.org/publications/handbooks/ This activity resulted in 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.
11			Implemented focused monitoring process to provide additional technical assistance and review LEAs that continued to not meet targets.	<ul style="list-style-type: none"> The USOE-SES developed and implemented criteria for determining the need for an on-site monitoring visit. The USOE-SES developed and implemented a protocol for an annual Desk Audit and focused on-site visit. During 2012–2013, all LEA data were reviewed at least once. The USOE-SES utilized information during annual LEA Desk Audits to determine if LEAs needed on-site visits. The USOE-SES provided additional technical assistance when needed. This activity resulted in 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.
11			Developed opportunities for LEAs to discuss evaluation needs with surrounding LEAs in an effort to create collaboration and sharing of scarce staff.	<ul style="list-style-type: none"> LEAs were included in State personnel shortage discussions and were provided with additional opportunities to network and discuss solutions for personnel shortages. 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. 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,

Indicators				Completed Activity	Activity Results
					<p>and the USOE provided technical assistance that targeted this reason for the delays.</p> <ul style="list-style-type: none"> • This activity resulted in increased collaboration between LEAs to identify and utilize evaluation personnel, as documented by 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.
11				<p>Addressed shortage of qualified examiners with Institutes of Higher Education (IHEs) in Utah.</p>	<ul style="list-style-type: none"> • Three meetings were held during FFY 2012 with representatives from LEAs, IHEs, and the USOE. • IHE and LEA personnel identified and reviewed strategies to meet the evaluation personnel needs of the LEAs. • This activity resulted in 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.
11				<p>Utilized enforcement actions to ensure LEAs are in compliance with the initial evaluation timeline requirement.</p>	<ul style="list-style-type: none"> • The USOE-SES staff discussed the need for compliance with all LEAs during USOE meetings with LEA Special Education Directors. • The USOE-SES 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-SES enforcement actions, when needed, targeted the reason for the LEA noncompliance to ensure timely correction. For example, when the issue was teacher noncompliance, the LEA Special Education Director was notified in writing of the noncompliance, and required to revise the LEA's comprehensive improvement plan to address the noncompliance. • This activity resulted in 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

Indicators				Completed Activity	Activity Results
					<p>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.</p>
11				<p>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.</p>	<ul style="list-style-type: none"> • The USOE-SES staff notified LEA Special Education Directors in March 2012 of findings of noncompliance with initial evaluation timelines. • Impacted LEAs were required to address teacher noncompliance as the root cause of the noncompliance in their comprehensive improvement plans. • This activity resulted in 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.
12				<p>Provided school district staff with professional development on requirements regarding the process for determining eligibility and required timelines.</p>	<ul style="list-style-type: none"> • Professional development was provided to LEAs. • As a result, LEA staff followed eligibility and timeline procedures and requirements, corrected noncompliance, and provided verification of correction of noncompliance to the State as soon as possible, and in no case later than one year, allowing Utah to maintain its substantial compliance with this indicator.
12				<p>Developed guidance on reporting requirements for Part C and Part B.</p>	<ul style="list-style-type: none"> • During FFY 2012, the information was updated on the USOE preschool special education website to allow all school districts to immediately access the information. • Guidance for reporting was refined in FFY 2010 and will continue through FFY 2013.
12				<p>Collaborated with Part C to develop a web-based method to share data between the two agencies.</p>	<ul style="list-style-type: none"> • In FFY 2012, 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. • The TEDI database provided 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.
12				<p>Developed a new Memorandum of Understanding (MOU) with Part C.</p>	<ul style="list-style-type: none"> • This activity timeline was changed in order to reflect the Part C regulations, statutes, as well as additional clarification provided by OSEP and was completed during this APR reporting period.

Indicators			Completed Activity	Activity Results
12			Continued to meet with Part C quarterly to coordinate information in order to improve transition for students and families.	<ul style="list-style-type: none"> 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.
12			Tracked school districts that did not reach the target of 100%.	<ul style="list-style-type: none"> In FFY 2012 four LEAs exceeded the timeline requirements and conducted professional development for staff reviewing the timeline requirement. The TEDI database provided benefit to the school districts and the State. It allowed school district staff to compile data in real time and monitor their data as often as 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.
13			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.	<ul style="list-style-type: none"> The following activities were completed to address strategic areas identified in the transition state plan: <ul style="list-style-type: none"> Professional development in transition planning for culturally and linguistic youth (CLD) was provided at the Transition Institute in April 2013. A survey was distributed to special educators in Fall 2012 to provide baseline information on transition planning practices for CLD youth. Survey results indicated 1) parents need to be encouraged to engage in school elections and 2) school staff need cultural and linguistic competence training. Activities were developed to address these needs. Regional co-training with Vocational Rehabilitation counselors and special educators was held in summer 2013. The rate of agency involvement in the IEP process will be tracked during UPIPS monitoring activities.
13			Contacted Special Education Directors in UPIPS Self-Assessment to schedule professional development in transition planning in the IEP.	<ul style="list-style-type: none"> All LEAs with secondary programs were contacted and offered professional development in transition planning in the IEP. No interest was expressed by those LEAs.

Indicators			Completed Activity	Activity Results
13			Developed and provided targeted professional development to improve agency involvement in transition planning.	<ul style="list-style-type: none"> • 100% 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.
13			Submitted a request for participation in Intensive Technical Assistance from NSTTAC. Selected, developed, and implemented a technical assistance plan.	<ul style="list-style-type: none"> • The following activities, required in the NSTTAC Intensive Technical Agreement plan, were completed: <ul style="list-style-type: none"> ○ The Utah Transition Institute was held in April 2013 with 17 LEA teams attending and developing capacity-building plans. ○ A local site LEA was selected; NSTTAC and USOE staff met with the LEA to assist them in developing their capacity-building plan; NSTTAC provided intensive technical assistance to help implement plan activities. ○ USOE transition specialist attended the Mid-Year Check and Connect in Denver, CO. • A Utah team attended the State Capacity-Building Institute in Charlotte, NC
13			The USOE Monitoring Specialist required LEAs to submit updated transition forms beginning FFY 2011.	<ul style="list-style-type: none"> • LEAs conducting a Self-Assessment submitted transition plan forms to be reviewed to assure all Indicator 13 requirements were represented on the forms. LEAs whose forms did not meet the requirements were expected to revise the forms to conform to the Indicator 13 requirements. Because LEAs transition plan forms included all of the Indicator 13 requirements, this contributed to an increased number of files reviewed that met Indicator 13 requirements.
13			Purchased a variety of research-based transition assessment instruments which are to be made available on loan to LEAs for trial use.	<ul style="list-style-type: none"> • 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 95.61% of files reviewed in FFY 2012, an increase from 94.85% in FFY 2011.
13	14		Held regional cross-trainings with special educators and VR counselors. Teams of special educators and the VR counselors who are assigned to their schools met to develop plans to improve VR involvement in transition planning. Plans were monitored by the USOE Transition Specialist and VR staff.	<ul style="list-style-type: none"> • Thirty-six IEPs and transition plans were submitted by special educators showing VR involvement in the development of that IEP. This process provided the opportunity for the USOE transition specialist and administrative staff to address concerns arising from miscommunications between LEAs and VR offices.

Indicators				Completed Activity	Activity Results
				Special educators were required to submit an IEP by December 1, 2012 showing VR involvement in transition planning.	
13				As part of the NSTTAC Intensive TA plan, the USOE-SES held a Utah Transition Institute for LEA teams. LEA teams reviewed LEA-level data and completed a self-assessment prior to developing individual plans for improving transition services and student outcomes. Strands addressed 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).	<ul style="list-style-type: none"> Seventeen LEA teams, composed of special educators and administrators, VR counselors, regular educators (including school counselors), and parents participated in the Institute and developed local capacity-building plans. Each team was facilitated by a trained volunteer special educator, agency representative, or parent. Gary Greene, author of "Transition Planning for Culturally and Linguistically Diverse Youth", provided the keynote address and presented at a breakout session; each LEA team received a copy of the book. As a result, the LEA teams are implementing their capacity-building plans which include research-based strategies for improving post-school outcomes.
13	14			Developed professional development modules for transition planning, including modules for transition planning as part of standards-based IEPs.	<ul style="list-style-type: none"> Materials were completed and posted on the USOE-SES website. Information about transition was included in presentations about standards-based IEPs. Data is currently being collected to determine the impact of this activity.
13				Provided professional development and technical assistance to LEAs based on UPIPS monitoring data, to ensure 100% compliance within one year.	<ul style="list-style-type: none"> Professional development and technical assistance resulted in an increase in the number of files determined compliant during UPIPS monitoring, from 86.03% in FFY 2011 to 87.72% in FFY 2012. All files met compliance requirements within one year of review.
14				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.	<ul style="list-style-type: none"> This activity increased familiarity of LEA Special Education Directors with the post-school survey and resulted in an increase in the number of LEA Special Education Directors applying for user names and passwords to access outcomes data for their LEA. It also increased the post-school outcomes survey response rate, from 32.2% in FFY 2011 to 33.4% in FFY 2012.

Indicators			Completed Activity	Activity Results
14			With the special education teaching staff at Utah State University (USU), 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 Division of Services for People with Disabilities (DSPD), Work Ability Utah, the UPC, USU staff, USU Disability Resource Center and the USOE.	<ul style="list-style-type: none"> This activity resulted in quarterly meetings of the Utah Transition Action Team (UTAT) and the creation of sub-committees related to family involvement, employment, post-secondary education, and agency collaboration, as well as the development of sub-committee objectives and activities to improve student outcomes and the development of the Canvas UTAT website for sub-committee planning.
14			With USOE and LEA leadership and NPSO assistance, developed a plan to improve response rates of targeted subgroups.	<ul style="list-style-type: none"> This activity resulted in the development of a process for LEAs to update exiter contact information and increased post-school outcomes survey response rate, from 32.2% in FFY 2011 to 33.4% in FFY 2012. <ul style="list-style-type: none"> The response rate of targeted sub-groups did not improve; activities will be developed to address this in the new SPP.
14			Presented current and trend data and data access procedures to LEA Special Education Directors.	<ul style="list-style-type: none"> Data were presented at a State meeting and in the special education newsletter. 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, as well as increased post-school outcomes survey response rate, from 32.2% in FFY 2011 to 33.4% in FFY 2012.
14			Reviewed data collection and reporting procedures and modified as needed.	<ul style="list-style-type: none"> 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 2012 response rate increased to 33.4% from the FFY 2011 rate of 32.2%. This activity resulted in the development of procedures that would more easily allow LEAs to correct exiter contact information.

Indicators			Completed Activity	Activity Results
14			Provided professional development to special educators on how to increase student involvement in the IEP process, including active participation in IEP meetings.	<ul style="list-style-type: none"> • LEA teams attending the Transition Institute in April 2013 received professional development in student self-determination and self-advocacy. • The local site selected for intensive TA from NSTTAC received intensive support to facilitate implementation of LEA-wide self-determination training for all students and has implemented LEA-wide assessments and interventions. • This activity resulted in the local LEA developing an assessment of self-determination skills to be administered during FFY 2013.
14			Provided professional development on transition planning with culturally and linguistically diverse youth and their families for special educators.	<ul style="list-style-type: none"> • Professional development in transition planning for culturally and linguistic youth (CLD) was provided to 17 LEA teams at the Transition Institute in April 2013. • Additional activities were developed and will be implemented in FFY 2013. • Data are currently being collected to determine impact of this activity.
15			Utilized UPIPS monitoring data and the UPIPS program to collect data on LEA compliance.	<ul style="list-style-type: none"> • 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 24 LEAs. Additionally, all but 13 of the remaining LEAs used the UPIPS web application for Self-Assessment, additional data collection, and professional development. • This activity 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.
15			Tracked correction of LEA areas of noncompliance within the one year timeline.	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. • 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,

Indicators				Completed Activity	Activity Results
					as documented by UPIPS correspondence, the UPIPS spreadsheet, and improved rates of correction of noncompliance.
15				Provided LEAs with prompt feedback on APR results.	<ul style="list-style-type: none"> • 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 initial 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. • This resulted in 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.
15				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.	<ul style="list-style-type: none"> • The USOE disaggregated FFY 2011 APR data to the LEA level and 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. • This resulted in increased awareness of APR results, determination level, and consequences for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, the UPIPS spreadsheet, and improved rates of correction of noncompliance.
15				Conducted professional development for LEA Special Education Directors and staff in areas of noncompliance with re-collection of compliance data after professional development.	<ul style="list-style-type: none"> • Professional development was provided for LEAs in the areas of evaluation, eligibility determination, IEP development, parental involvement, placement, and transition. • Professional development was provided for LEAs in the use of the UPIPS web application and correction of noncompliance. • 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.
18	19			No reporting required on these indicators as n<10.	

Indicators			Completed Activity	Activity Results
20			Collaborated and communicated with USOE personnel regarding data needs.	<ul style="list-style-type: none"> • 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 USOE 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. • This activity resulted in improved levels of collaboration and effectiveness within the USOE and LEAs, and improved awareness of the data needs for special education activities.
20			Utilized 618 data profile and UPIPS data in decision making and professional development activities.	<ul style="list-style-type: none"> • Each LEA was given a profile sheet with the data points and targets of the 18 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, UPIPS monitoring, and APR data provided. • A revised USOE Data Technical Assistance Manual was developed and disseminated to LEA Special Education Directors during FFY 2012. • 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.
20			Trained new charter school Data Managers and new LEA Special Education Directors on all data collection requirements, including timelines.	<ul style="list-style-type: none"> • A revised USOE Data Technical Assistance Manual was developed and disseminated to LEA Special Education Directors during FFY 2012. • This activity and training resulted in LEA Data Managers and new LEA Special Education Directors being knowledgeable of data collection requirements.
20			The USOE Information Technology Department submitted reviewed IDEA data to EDFacts prior to data due date.	<ul style="list-style-type: none"> • Data were reviewed by the USOE Special Education section prior to and after EDFacts submission. • USOE personnel are becoming knowledgeable about 618 data collection and collaborate to ensure timeliness of complete and accurate submissions.

Indicators				Completed Activity	Activity Results
20				618 data collection timeline prompts were added to the USOE internal calendar.	<ul style="list-style-type: none"> • 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). • This activity resulted in the 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.

APPENDIX C

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.

	<u>Yes</u>	<u>No</u>	<u>NA</u>
<u>Procedural Safeguards</u>			
1. Did you receive a copy of your procedural safeguards (parent’s rights)?	Y	N	
2. Were your procedural safeguards (parent’s rights) explained so that you understood them?	Y	N	
3. If you speak a language other than English, does the school communicate with you in that language?	Y	N	NA
<u>Evaluation and Eligibility</u>			
4. Did you sign a consent form before your child was evaluated?	Y	N	
5. Did you have the opportunity to provide input during your child’s evaluation?	Y	N	
6. Did the evaluation team listen to and consider your input?	Y	N	
7. Were you invited to a meeting to discuss the results of your child’s evaluation?	Y	N	
<u>IEP Development</u>			
8. Was the IEP meeting scheduled at a mutually agreeable time?	Y	N	
9. Did you receive notice of the time and place before each IEP meeting?	Y	N	
10. Were you informed of your right to invite individuals who have knowledge or special expertise about your child to the IEP meeting?	Y	N	
11. Did you bring someone to the IEP meeting?	Y	N	
12. Did a general education teacher attend the IEP meeting?	Y	N	NA
13. Did the principal or his/her representative attend the IEP meeting?	Y	N	
14. Did the team ask for and consider your input on goals for your child’s IEP?	Y	N	
15. Were all of your child’s needs addressed during the IEP meeting?	Y	N	
16. At your child’s IEP meeting, did the team discuss how your child would participate in Statewide and district-wide testing?	Y	N	
17. At your child’s IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?	Y	N	
18. Did you sign a consent form before your child was placed in special education?	Y	N	
<u>IEP Implementation</u>			
19. Are your child’s general education teachers aware of your child’s learning needs?	Y	N	
20. Does the staff in the general classroom consistently provide the accommodations and modifications written in your child’s IEP?	Y	N	NA
21. Do your child’s general education and special education teachers work together to implement the IEP?	Y	N	NA

	<u>Yes</u>	<u>No</u>	<u>NA</u>
22. Is your child getting all of the services listed on the IEP?	Y	N	
23. Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to benefit from special education services?	Y	N	NA
24. Does your child participate in school activities such as assemblies, after school activities and field trips with non-disabled students?	Y	N	
25. Do you receive periodic reports on your child's progress toward IEP goals?	Y	N	
26. Is your child making progress toward meeting the goals on his/her IEP?	Y	N	
<u>Transition (School to Post-School)</u>	Y	N	
27. If your child is 15 years old or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes)?	Y	N	NA
28. Does your child's IEP provide the direction and plan for helping your child reach his/her long term goals after he/she leaves public school?	Y	N	NA
29. Do you understand your child's graduation requirements?	Y	N	NA
<u>Discipline</u>	Y	N	
30. Has your child been removed from his/her special education program as a result of a disciplinary action this school year (suspended or expelled) for more than 10 days?	Y	N	
31. Did he/she receive special education services in a different setting during that time?	Y	N	NA
<u>General</u>	Y	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?	Y	N	
35. Does your school encourage your involvement as a means of improving services and results for your child with disabilities?	Y	N	
36. Were you ever given information about organizations that offer support for parents with students with disabilities by your school/district?	Y	N	
37. Have you participated in any training offered by the district, school, other parent groups or the Utah Parent Center?	Y	N	

Comments: