UTAH'S ANNUAL PERFORMANCE REPORT (APR)

FFY 2012

FFY 2012 APR

Utah's FFY 2012 APR was submitted to OSEP on February 3, 2014.

This was the final reporting year for the current State Performance Plan (SPP), so there weren't any revisions to the SPP or Improvement Activities as in previous years.

The complete reports (both SPP and APR) may be accessed by the public at http://schools.utah.gov/sars/Quick-Links/Performance-Plan.aspx

NEXT ROUND

New SPP/APR will be combined into one document (APR) and will be due on February 1, 2015.

The FFY 2013 APR will include a new indicator 17, which will be the State Systemic Improvement Plan (SSIP).

- The SSIP will require a complete data and infrastructure analysis and the development of a "theory of action."

The final requirements of the new SPP/APR are not finalized yet by OSEP, so we are waiting…

OSEP'S VISION

To create a balance between the focus on improved results and functional outcomes for students with disabilities while considering compliance as it relates to those results and outcomes.

Utah will accomplish this through the Results Driven Accountability (RDA) process, which is being implemented through UPIPS.

SSIP

Stakeholder input will be an important part of the development of the SSIP. If you would like to be part of the SSIP development team, please email Glenna.

The SSIP will focus on a need for the state regarding students with disabilities and we may want to consider aligning it with ESEA, Title I, School Turnaround, or Part C.

Current State priorities are preschool, numeracy, and school to post-school transition.

SSIP

Phase 1: FFY 2013-14 (Reported in February 2015)

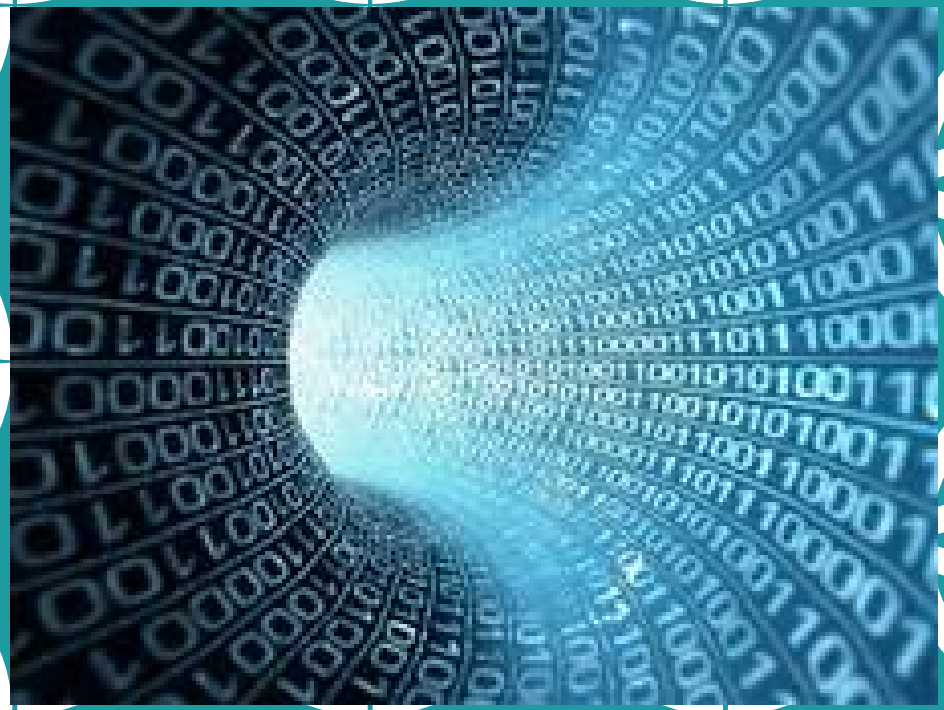
- Data analysis;
- Identification of the focus for improvement;
- Infrastructure analysis (e.g., governance, fiscal, quality standards, professional development, technical assistance, and accountability)to support improvement and build capacity; and
- Theory of Action.

Phase 2: FFY 2014-15 (Reported in February 2016)

- Infrastructure development;
- Support for LEA implementation of evidenced-based practices; and
- Evaluation plan.

Phase 3: FFY 2015-16, 2016-17, 2017-18, 2018-19 (Reported in February 2017, 2018, 2019, and 2020 respectively)

- Results of ongoing evaluation and revisions to the SPP/APR.



DATA FOR FFY 2012 APR

INDICATOR 1 - GRADUATION RATES OF SWD

The graduation rate calculation is based on the number of students who enter 9th grade and graduate with their cohort. The calculation is:

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

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

	FFY 2010 Revised Calculation (Data year 2009-10)	FFY 2011 Revised Calculation (Data year 2010-11)	FFY 2012 (Data Year 2011-2012)
Graduation Rate	54.6%	58.6%	60.9%

Did not meet target of 71.8% ; improvement goal was met

INDICATOR 2 - REDUCE THE NUMBER OF SWD DROPPING OUT OF HIGH SCHOOL

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 by the total number of youth with IEPs who left high school (ages 14-21).

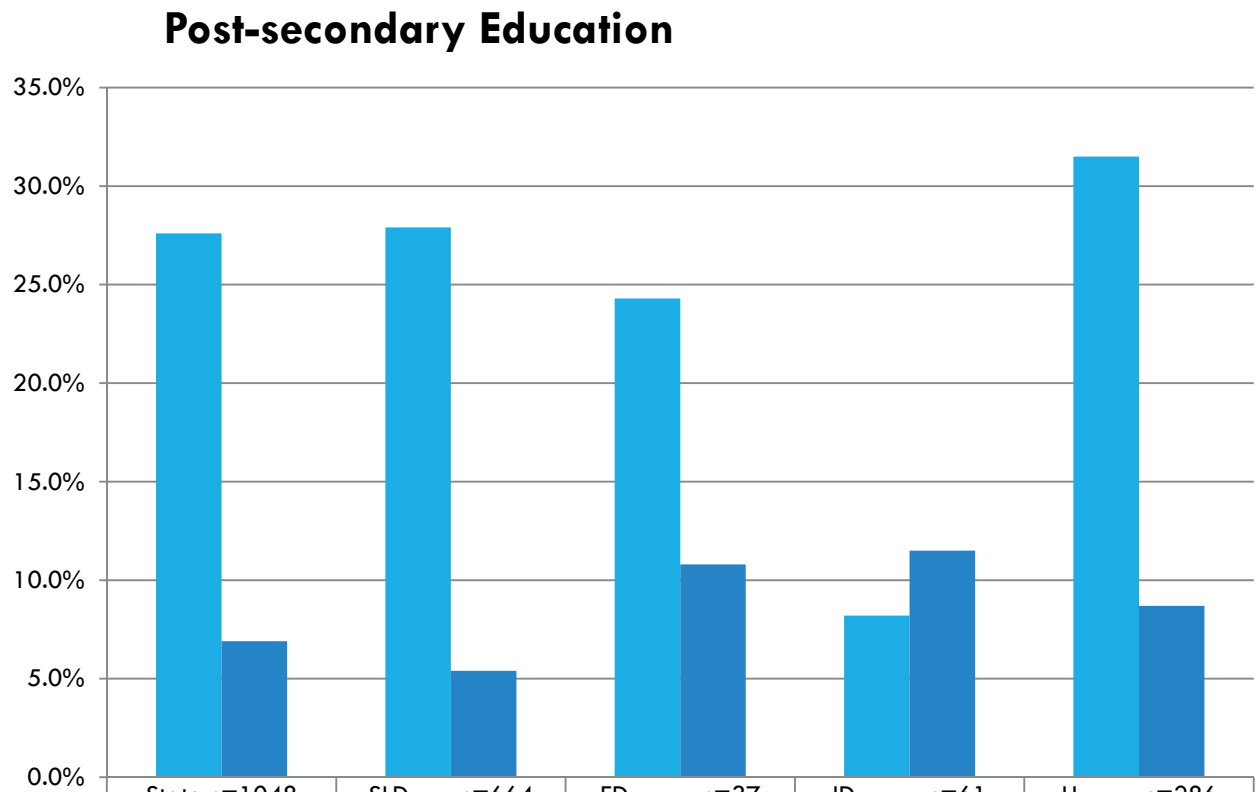
A dropout is defined as:

> …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.

Met Target

	FFY 2010 Revised Calculation (Data Year 2009-2010)	FFY 2011 Revised Calculation (Data Year 2010-2011)	FFY 2012 Revised Calculation (Data Year 2011-2012)
Dropout Rate	4.2%	4.5%	4.5%

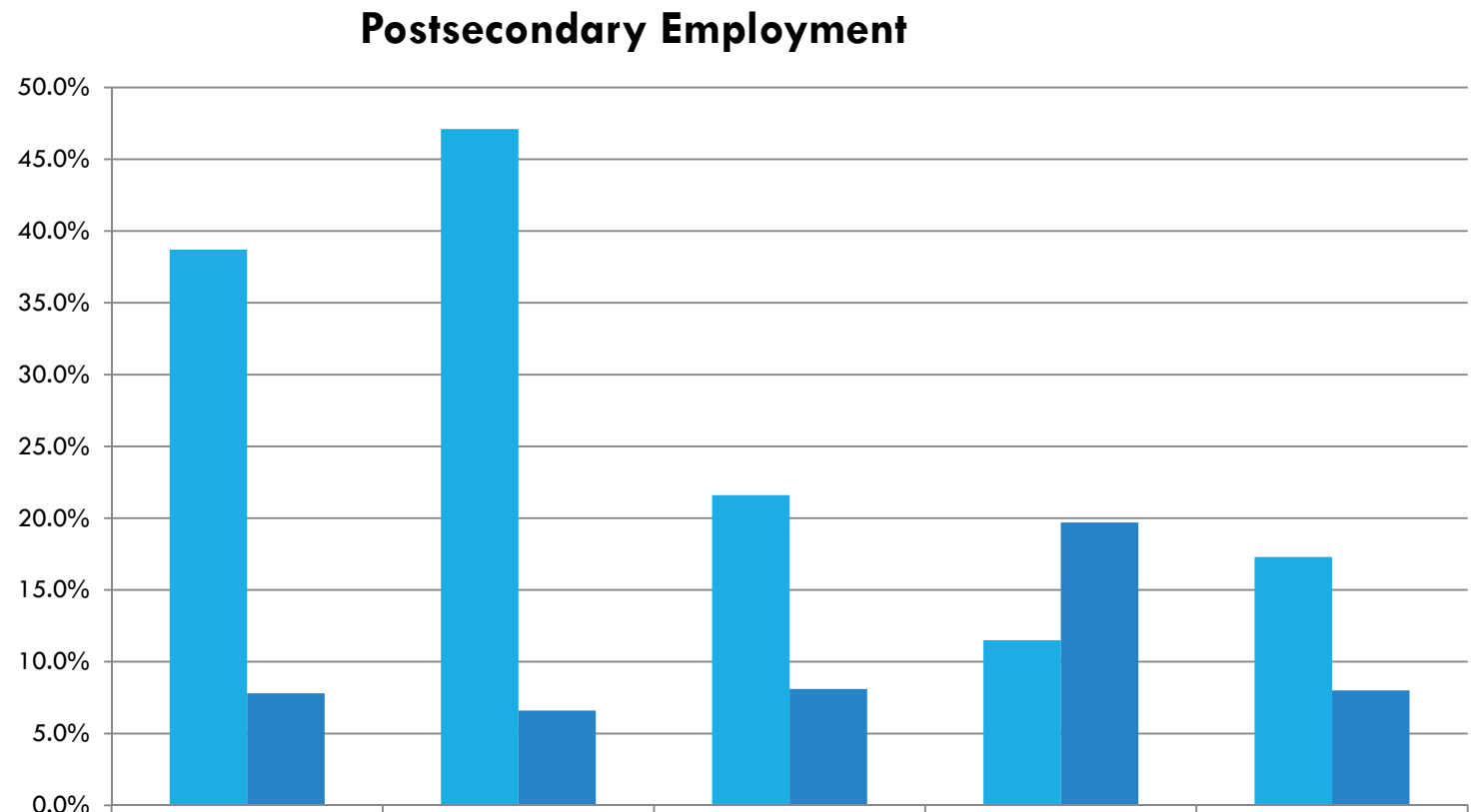
INDICATOR 14 – POST-SCHOOL OUTCOMES



	State n=1048	SLD n=664	ED n=37	ID n=61	LI n=286
Enrolled in higher education	27.6%	27.9%	24.3%	8.2%	31.5%
Enrolled in other postsecondary education or training	6.9%	5.4%	10.8%	11.5%	8.7%

INDICATOR 14 – POST-SCHOOL OUTCOMES

Met Target



	State n=1048	SLD n=664	ED n=37	ID n=61	LI n=286
Competitive employment	38.7%	47.1%	21.6%	11.5%	17.3%
Some other employment	7.8%	6.6%	8.1%	19.7%	8.0%

PREPARING FOR THE NEXT APR

INDICATOR 14 TARGET SETTING

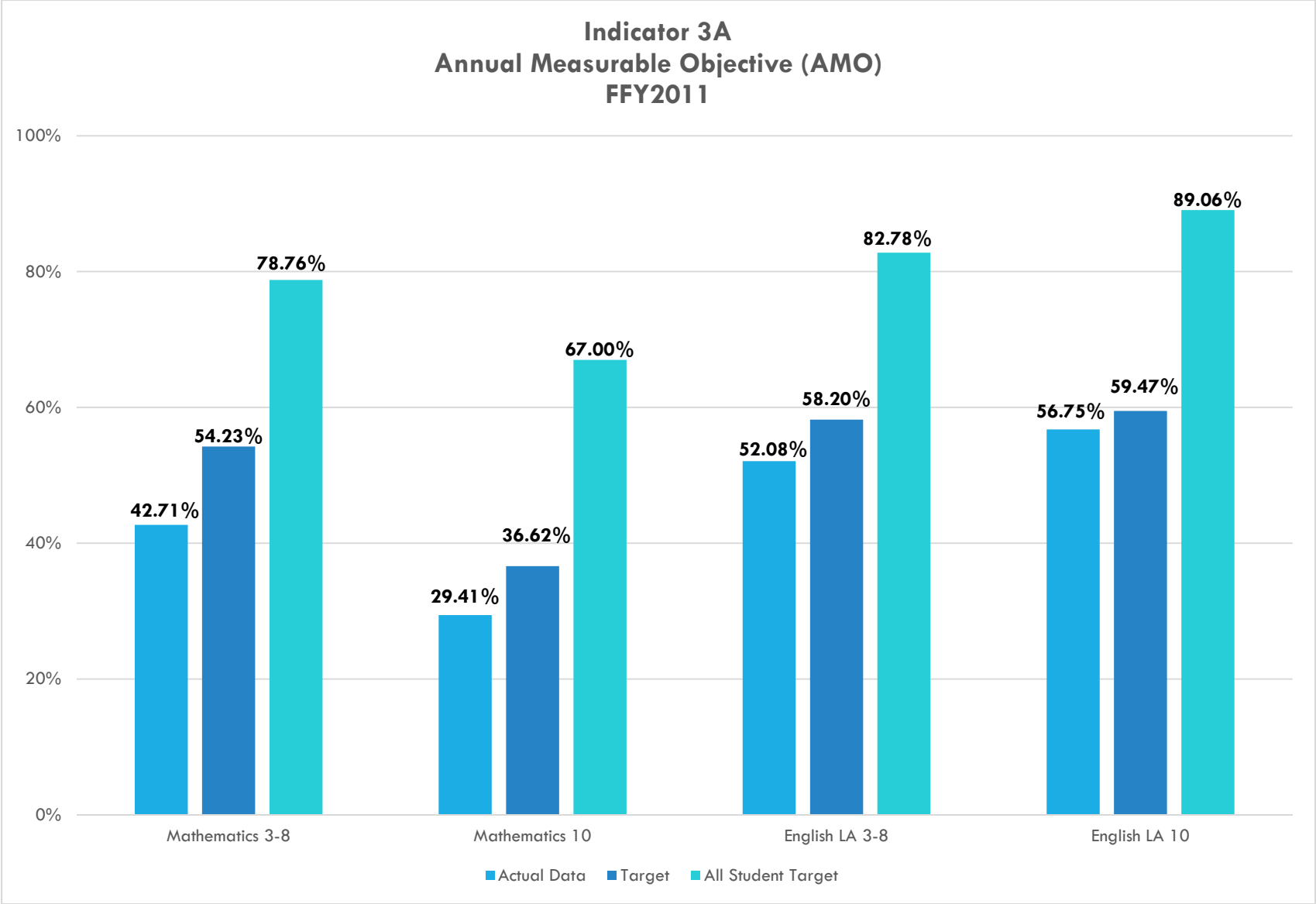
The target for each year is based on an increase of 1% of the previous years' rate. The table to the right shows proposed targets, using the same rate increase; however, the actual data for Measurements B and C have been consistently higher than the targets, hiding the low rate of enrollment in higher education (Measurement A).

Year	Target	Actual	Difference
FFY 2010	A - 27.6% B – 54.3% C – 71.8%	A – 31.1% B – 68.1% C – 80.6%	A - +3.5% B - +13.8% C - +8.8%
FFY 2011	A - 27.9% B – 54.6% C – 72.1%	A – 24.9% B – 64.7% C – 80.9%	A - -3.0% B – +10.8% C – +8.8%
FFY 2012	A – 28.6% B – 55.3% C – 72.8%	A – 27.5% B – 66.3% C – 81.0%	A - -1.1% B – +11.0% C – +8.2%
FFY 2013 Proposed	A – 28.9% B – 55.8% C – 73.5%		
FFY 2014 Proposed	A – 29.2% B – 56.3% C – 74.2%		
FFY 2015 Proposed	A – 29.5% B – 56.9% C – 74.9%		
FFY 2016 Proposed	A – 29.8% B – 57.5% C – 75.6%		
FFY 2017 Proposed	A – 30.1% B – 58.1% C – 76.3%		

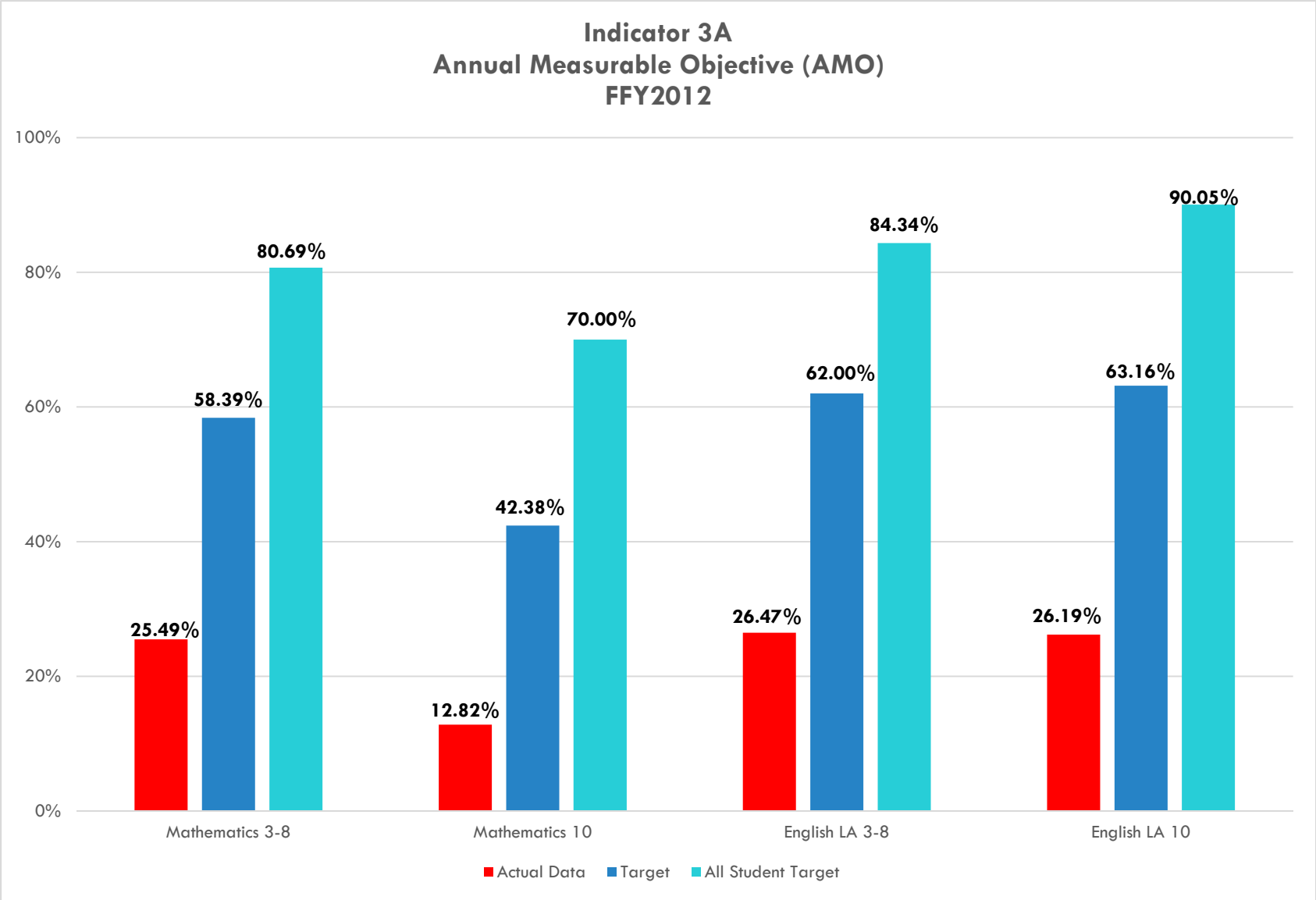
A = Enrolled in higher education
B = Enrolled in higher education or competitively employed
C= Enrolled in higher education or some other postsecondary education or training program, competitively employed

INDICATOR 3
STATEWIDE ASSESSMENTS

INDICATOR 3A - SWD STATE AMO RESULTS

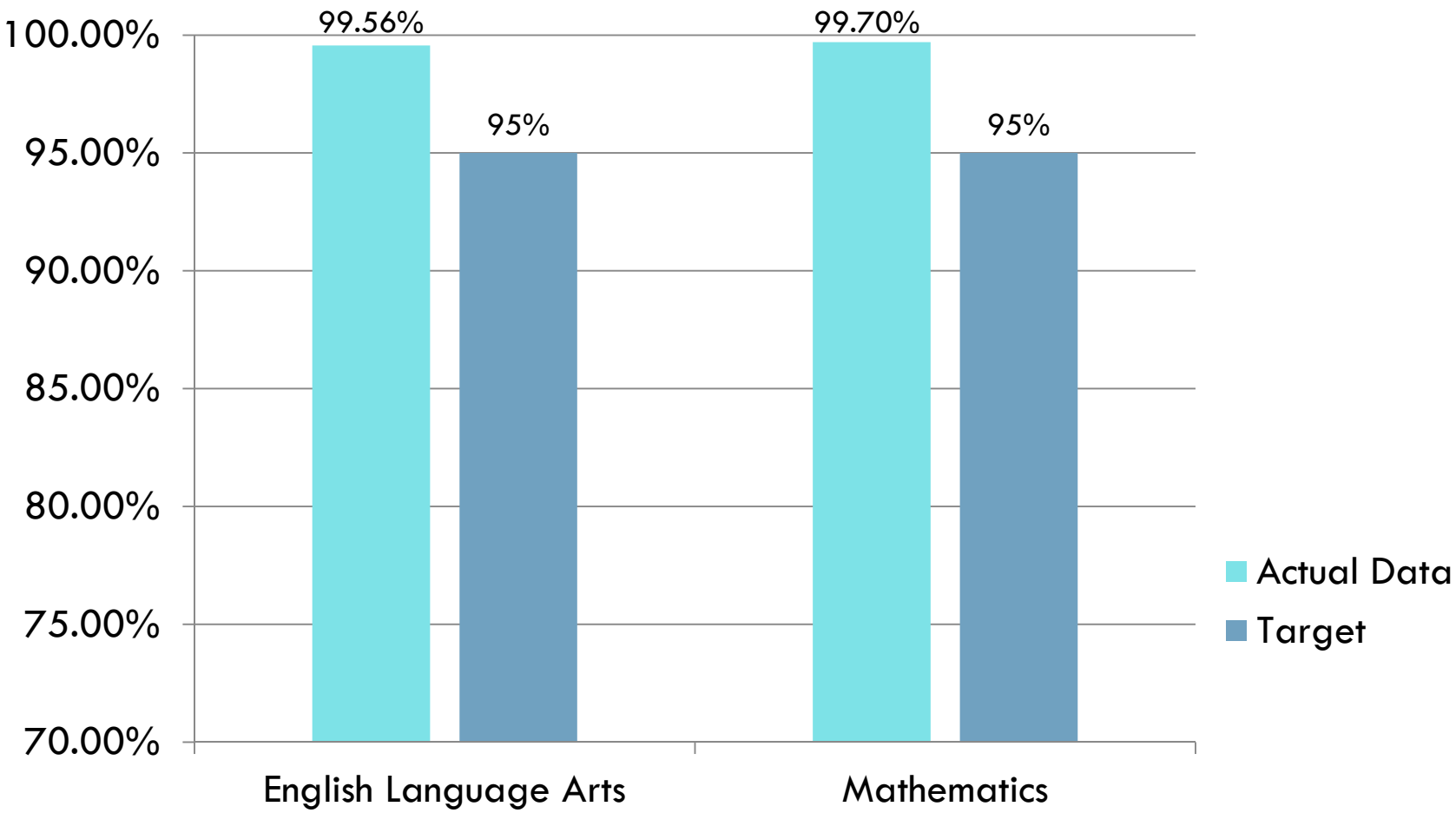


INDICATOR 3A - SWD STATE AMO RESULTS

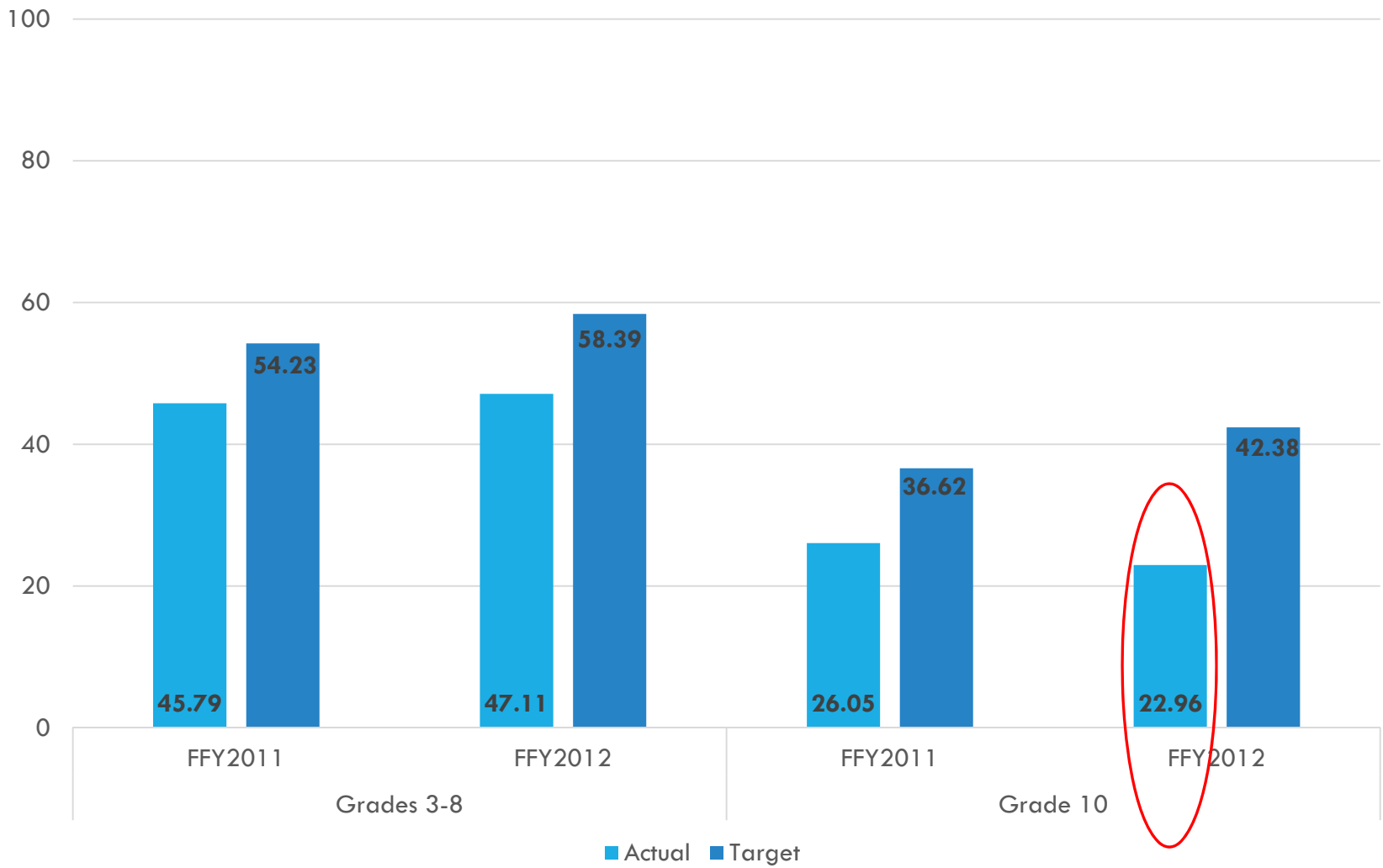


INDICATOR 3C -PARTICIPATION OF SWD IN STATEWIDE ASSESSMENTS

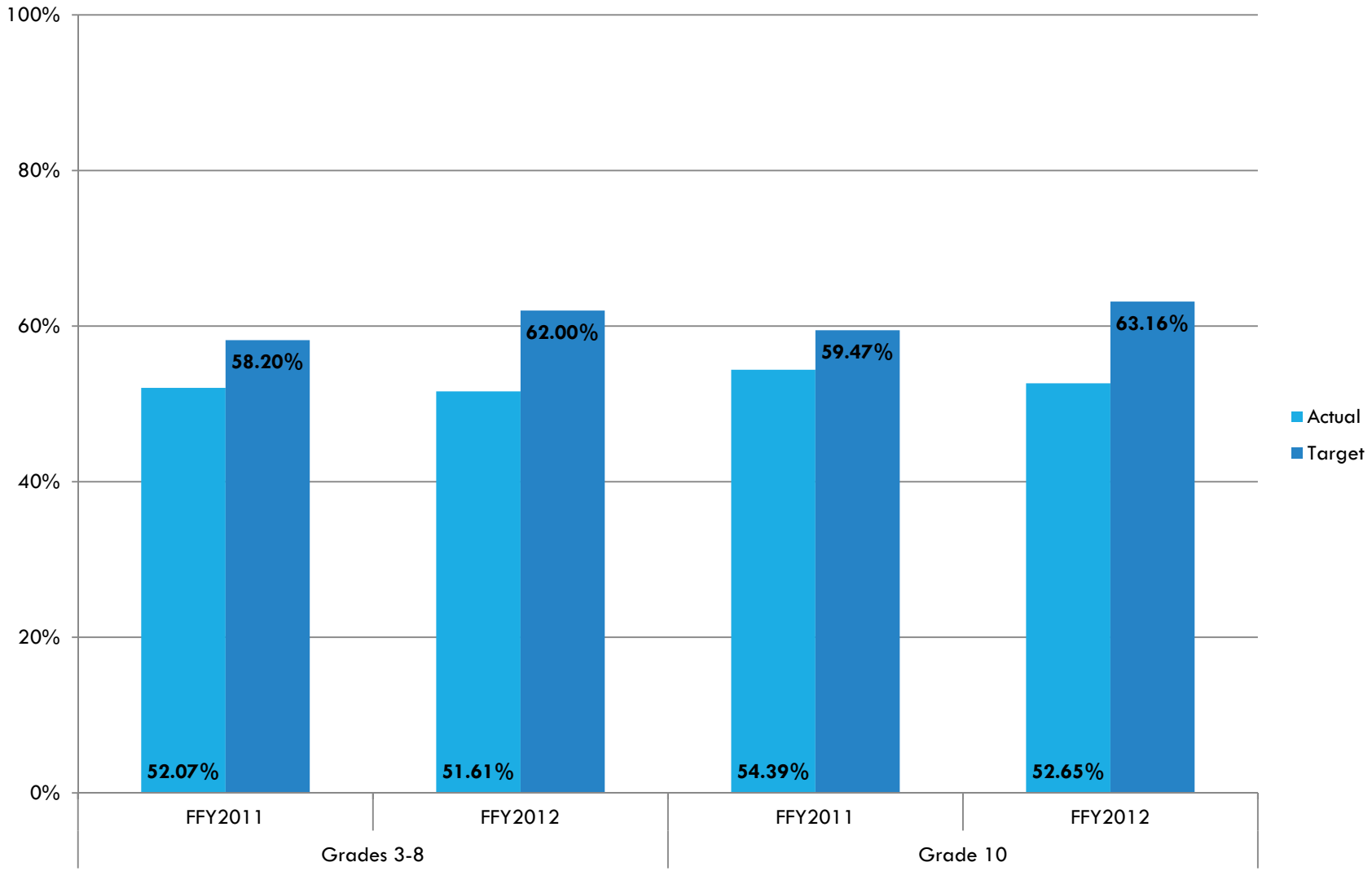
Met Target



INDICATOR 3C - SWD MATHEMATICS PROFICIENCY RATE



INDICATOR 3C - SWD LANGUAGE ARTS PROFICIENCY RATE



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INDICATOR 4
DISCIPLINE

INDICATOR 4 - REDUCE THE SIGNIFICANT DISCREPANCY IN SUSPENSION/EXPULSION RATES FOR SWD

Met Target

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.

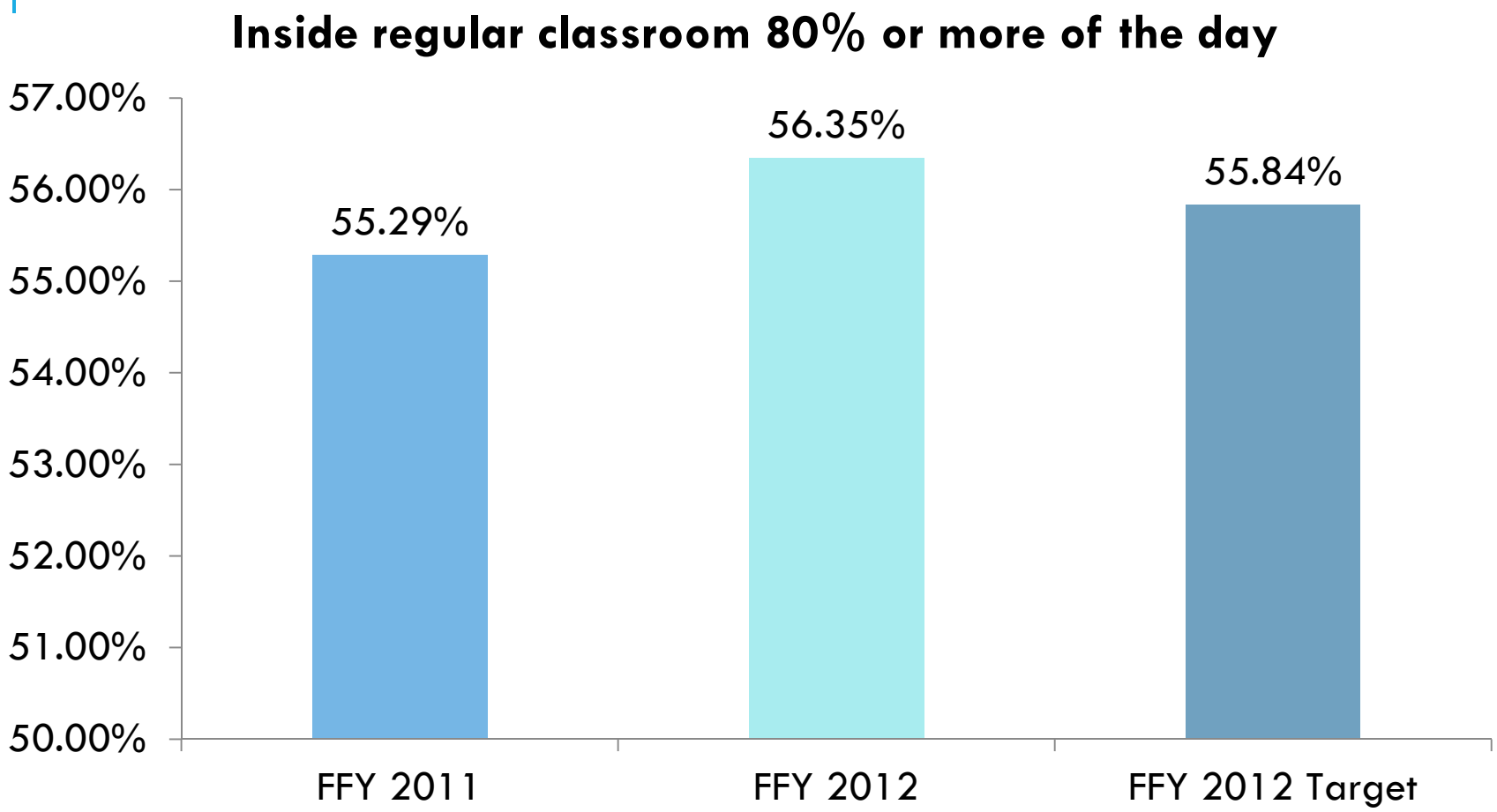
Utah has maintained a 0% on this indicator and met targets.

INDICATOR 5, 6, 7, AND 8
LRE, UPOD, AND PARENTS

INDICATOR 5A - LRE (6-21)

Met Target

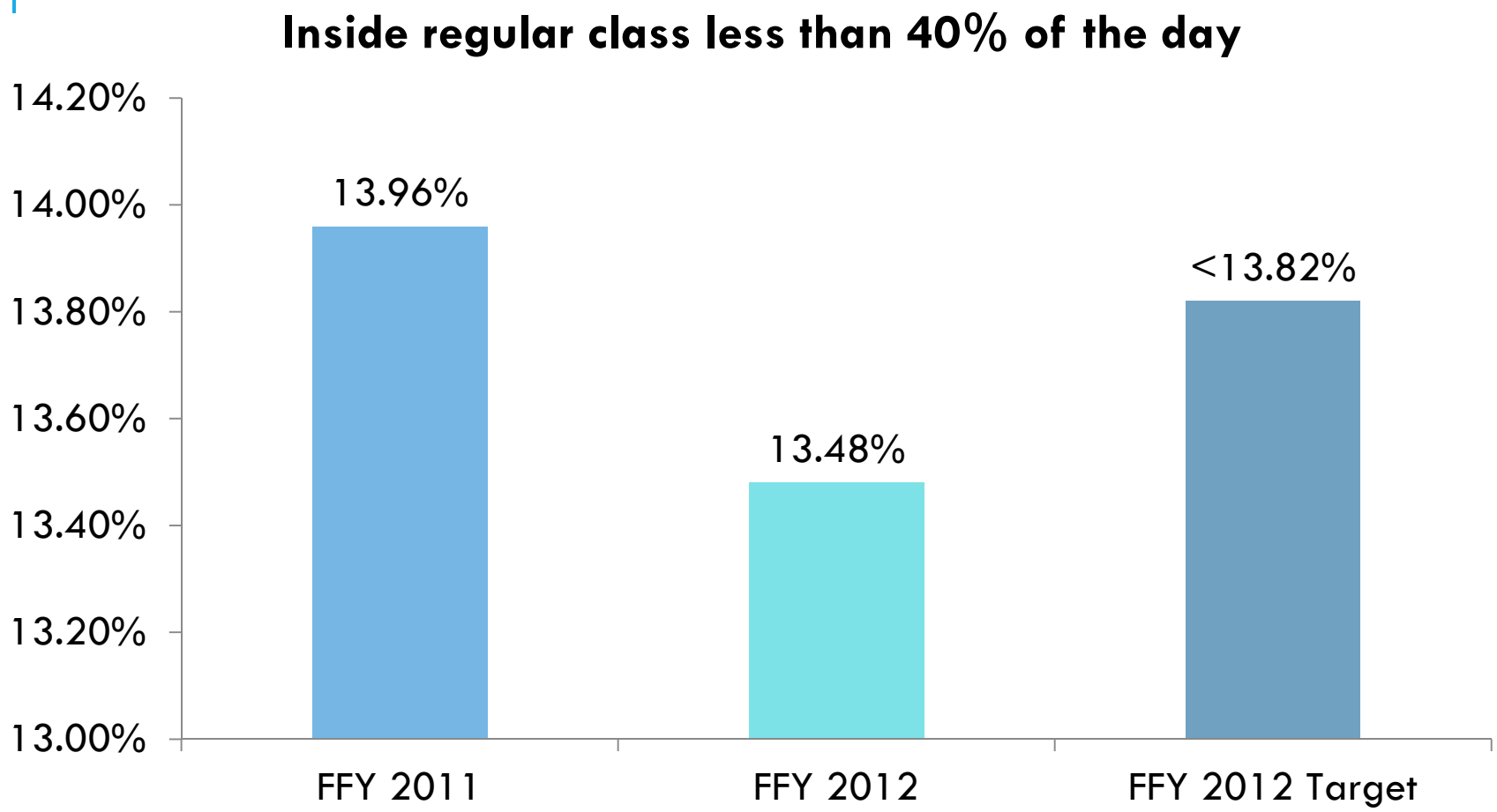
REGULAR CLASSROOM



INDICATOR 5B - LRE (6-21)

SEPARATE CLASSROOM

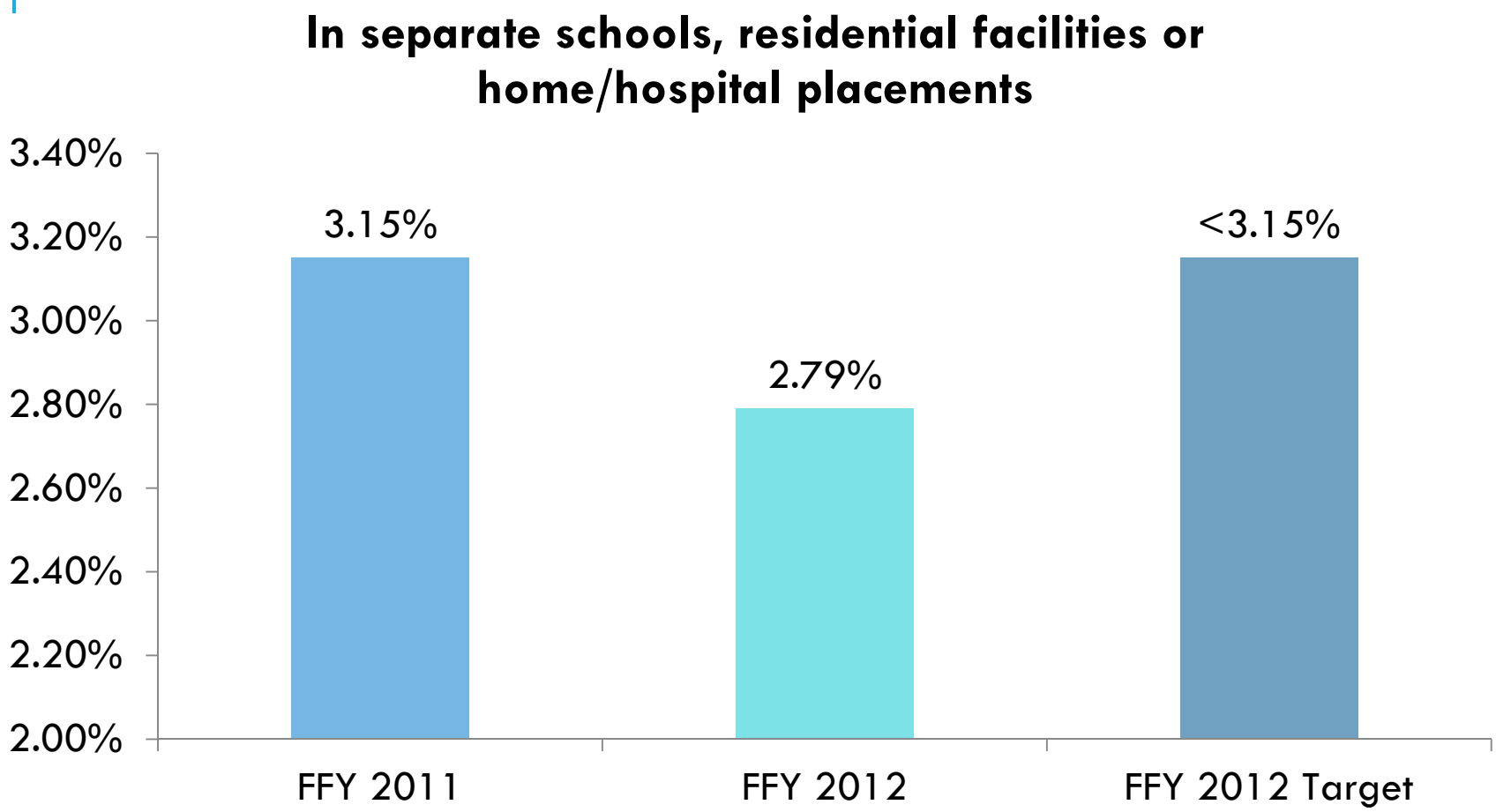
Met Target



INDICATOR 5C - LRE (6-21)

Met Target

SEPARATE FACILITIES



PREPARING FOR THE NEXT APR
INDICATOR 5 TARGET SETTING

The National average for 2011 in 5A is 61.1%; 5B is 14.0% and 5C is 3.3%, Utah's data appeared to be below the National average in 5A at 56.8% and in 5B at 14.4% and on target with 5C at 3.3%.

As we increase our percent of SWD receiving more of their time in general education settings, we must also increase the support (e.g., UMTSS) for both the students and teachers in these settings to ensure appropriate and specialized instruction where appropriate to meet the needs of all students. It is important that we serve students in the Least Restrictive Environment (LRE) while meeting their needs and providing a full continuum of services. With this in mind as well as the progress that has been made over the past eight years, and in consideration of the national averages as well as the current targets for 2012-2013 at (5A (56.35%); 5B (13.48%), and 5C (2.79%) the following are suggested targets for the next five years:

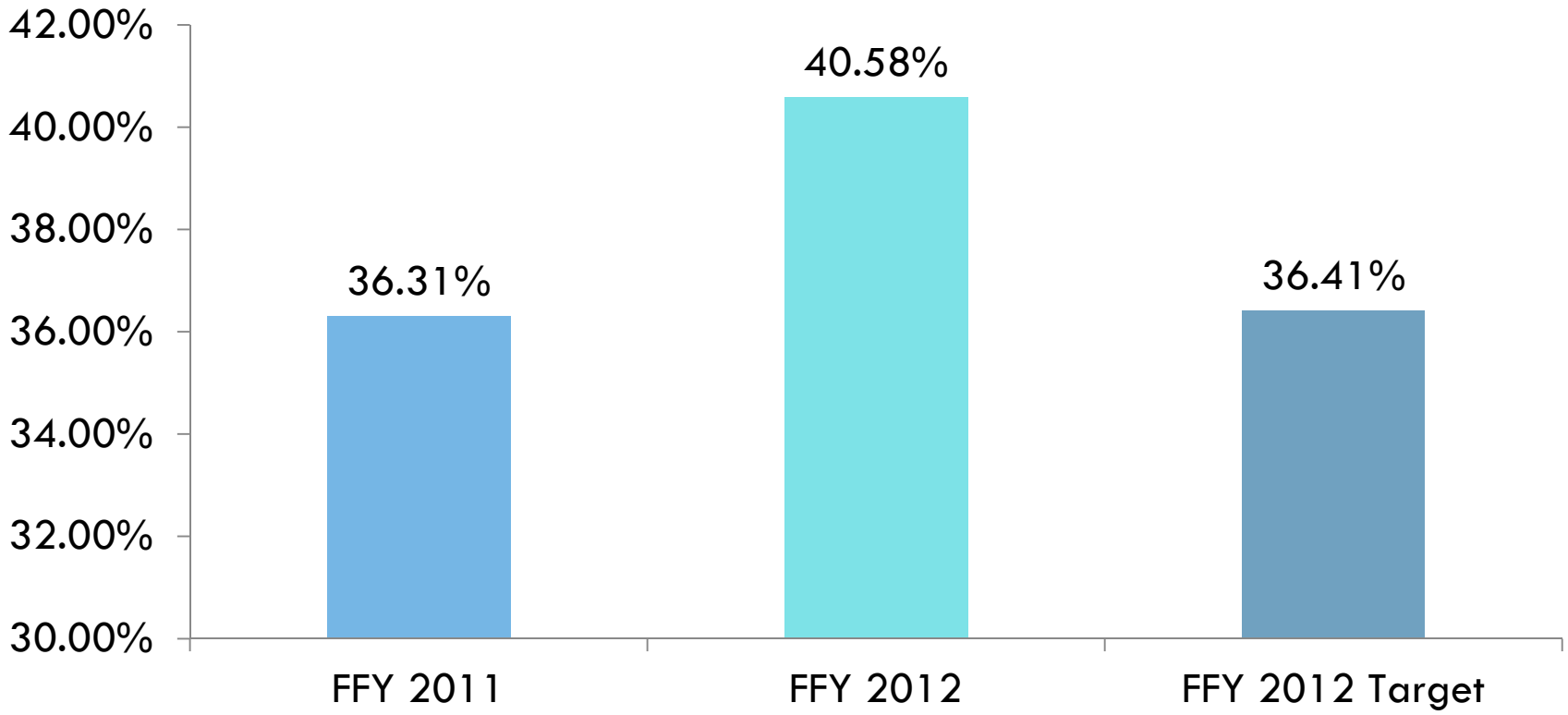
Indicator 5 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A 56.35 %	Increase .75 %	Increase .75%	Increase .75%	Increase .75%	Increase .75%
B 13.48%	Decrease .50	Decrease .50	Decrease .50	Decrease .50	Decrease .50
C 2.79%	Maintain (stay below 3.0%)	Maintain (stay below 3.0 %)	Maintain (stay below 3.0%)	Maintain (stay below 3.0%)	Maintain (stay below 3.0 %)

INDICATOR 6A - LRE (3-5)

Met Target

REGULAR EARLY CHILDHOOD PROGRAM

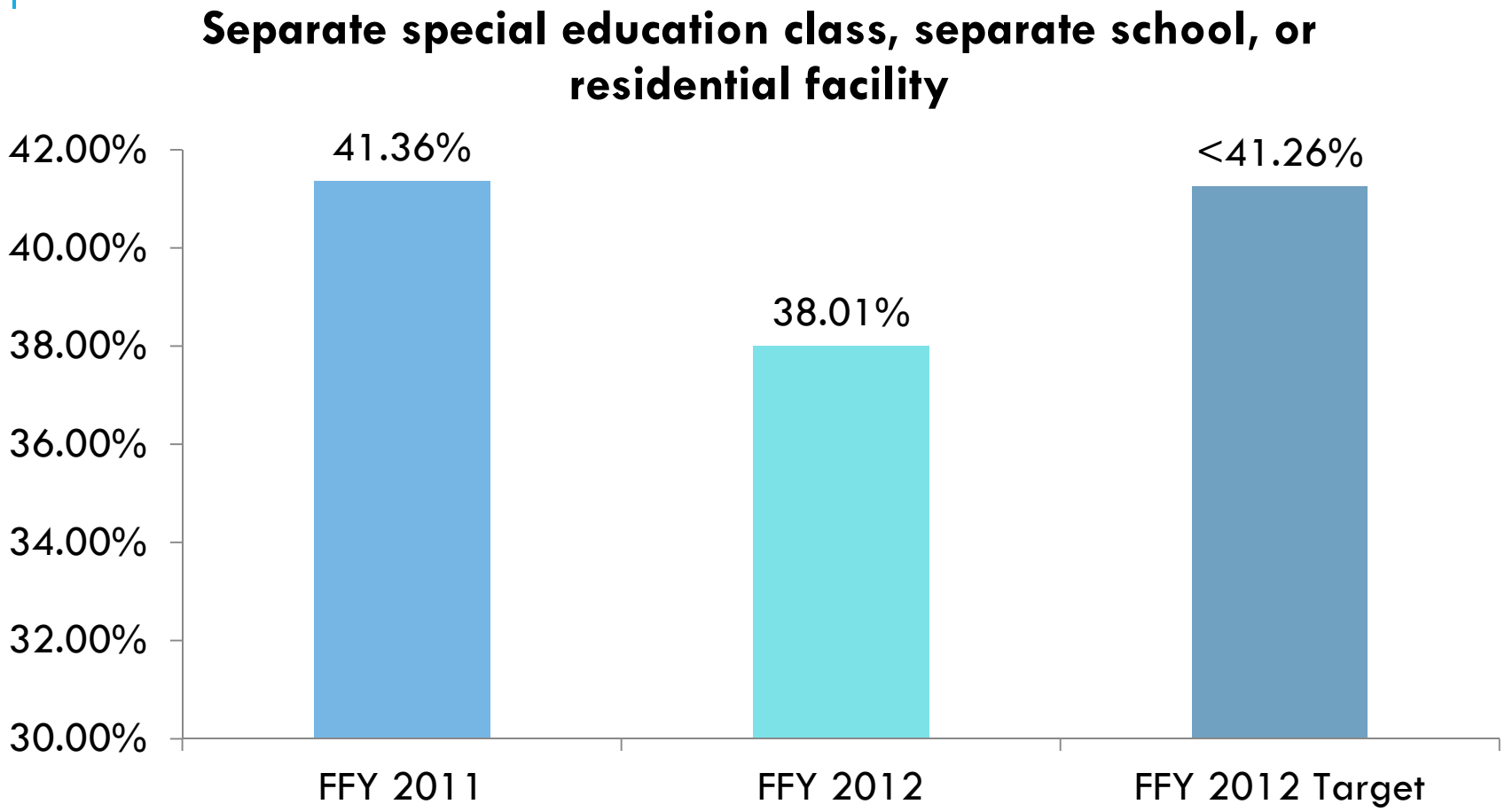
Regular EC Program and receiving majority of special education and related services in the regular EC program



INDICATOR 6B - LRE (3-5)

Met Target

SEPARATE FACILITIES



PREPARING FOR THE NEXT APR
INDICATOR 6 TARGET SETTING

In "Letter to Colleague" dated February 29, 2012, Melody Musgrove, reiterated "LRE requirements under Part B of the IDEA state a strong preference for educating children with disabilities in regular classes alongside their peers without disabilities." The overall target, then, should be 50% of special education preschool children will be educated with their peers without disabilities. To achieve this, 2% will be added each year to the current rate of 40%, with the target reached in five years.

6 A

Year	Target	Actual
FFY 2011	Baseline	36.31%
FFY 2012	36.41%	40.58%
FFY2013 proposed	42.58%	
FFY 2014 proposed	44.58%	
FFY 2015 proposed	46.58%	
FFY 2016 proposed	48.58%	
FFY 2017 proposed	50.58%	

6 B

Year	Target	Actual
FFY 2011	Baseline	41.36%
FFY 2012	41.26	38.01%
FFY 2013 proposed	36.01%	
FFY 2014 proposed	34.01%	
FFY 2015 proposed	32.01%	
FFY 2016 proposed	30.01%	
FFY 2017 proposed	28.01%	

INDICATOR 7 – UTAH PRESCHOOL OUTCOME DATA

Summary Statement 1	FFY 2010	FFY 2011	FFY 2012	FFY 2012 Target
A: Positive social-emotional skills (including social relationships)	94.83%	88.20%	88.51%	94.10%
B: Acquisition and use of knowledge and skills (including early language/communication)	94.5%	86.5%	87.95%	93.35%
C: Use of appropriate behaviors to meet their needs	94.35%	88.70%	88.42%	93.79
Summary Statement 2	**FFY 2010**	**FFY 2011**	**FFY 2012**	**FFY 2012 Target**
A: Positive social-emotional skills (including social relationships)	56.41%	47.60%	45.89%	53.74%
B: Acquisition and use of knowledge and skills (including early language/communication)	54.78%	43.7%	40.30%	50.20%
C: Use of appropriate behaviors to meet their needs	69.82%	61.90%	57.69%	68.70%

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PREPARING FOR THE NEXT APR
INDICATOR 7 TARGET SETTING

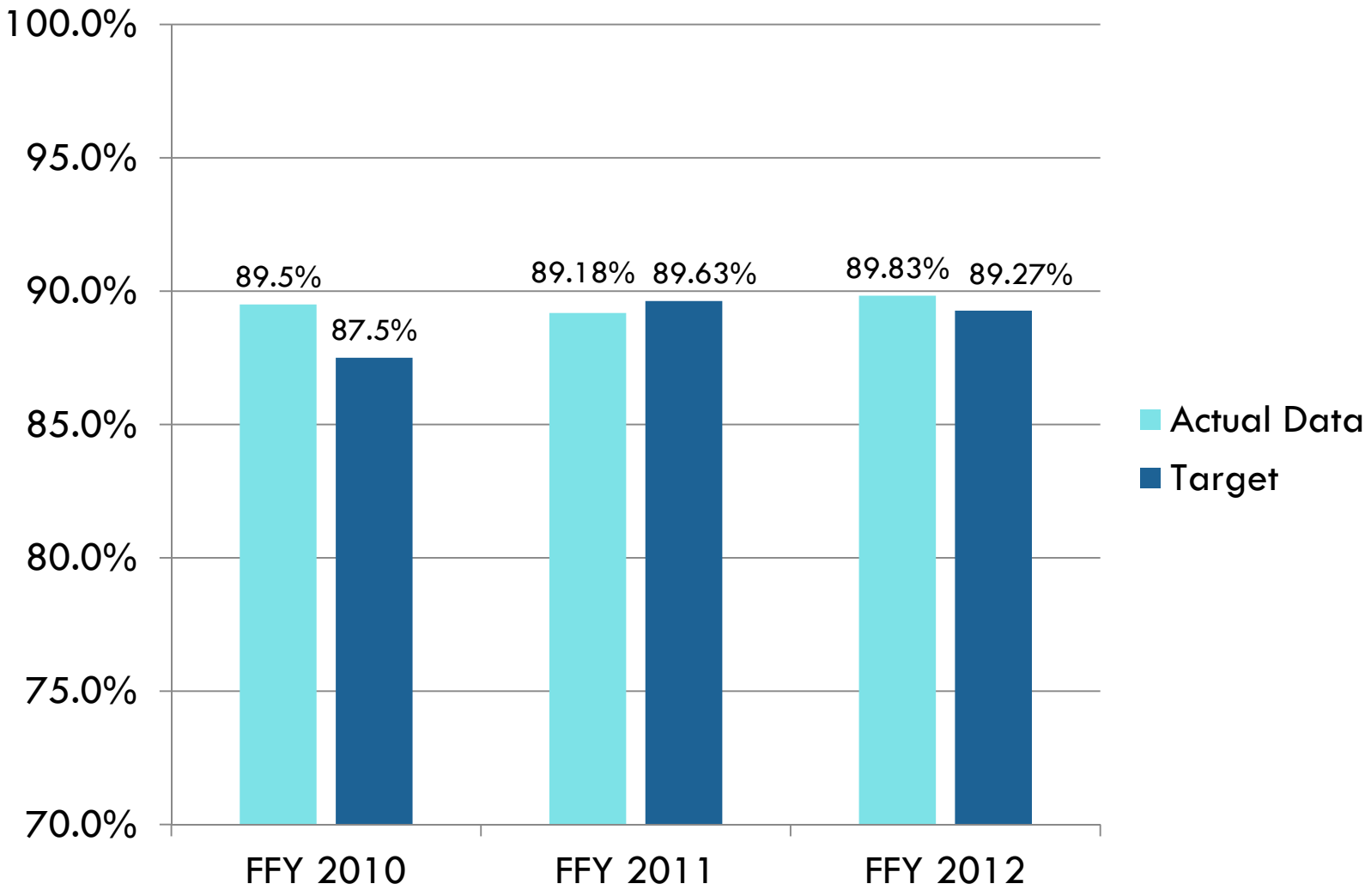
There has been a decline in results for Indicator 7 across FFY 2010 – FFY 2013. There was concern that data was not reflective of the population as more students were accessing special education services in kindergarten than were warranted by the UPOD data.

USOE is in the process of moving collection of UPOD to a database system which will give teachers better access to the system, and administrators (including USOE) the capability to access and aggregate data that can be analyzed to provide professional development for staff and improve instruction for students.

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

INDICATOR 8 - PARENT SURVEY

Met Target



INDICATOR 9-13, AND 15 IDEA COMPLIANCE

INDICATORS 9 AND 10

Reduce the Disproportionate Representation In Special Education

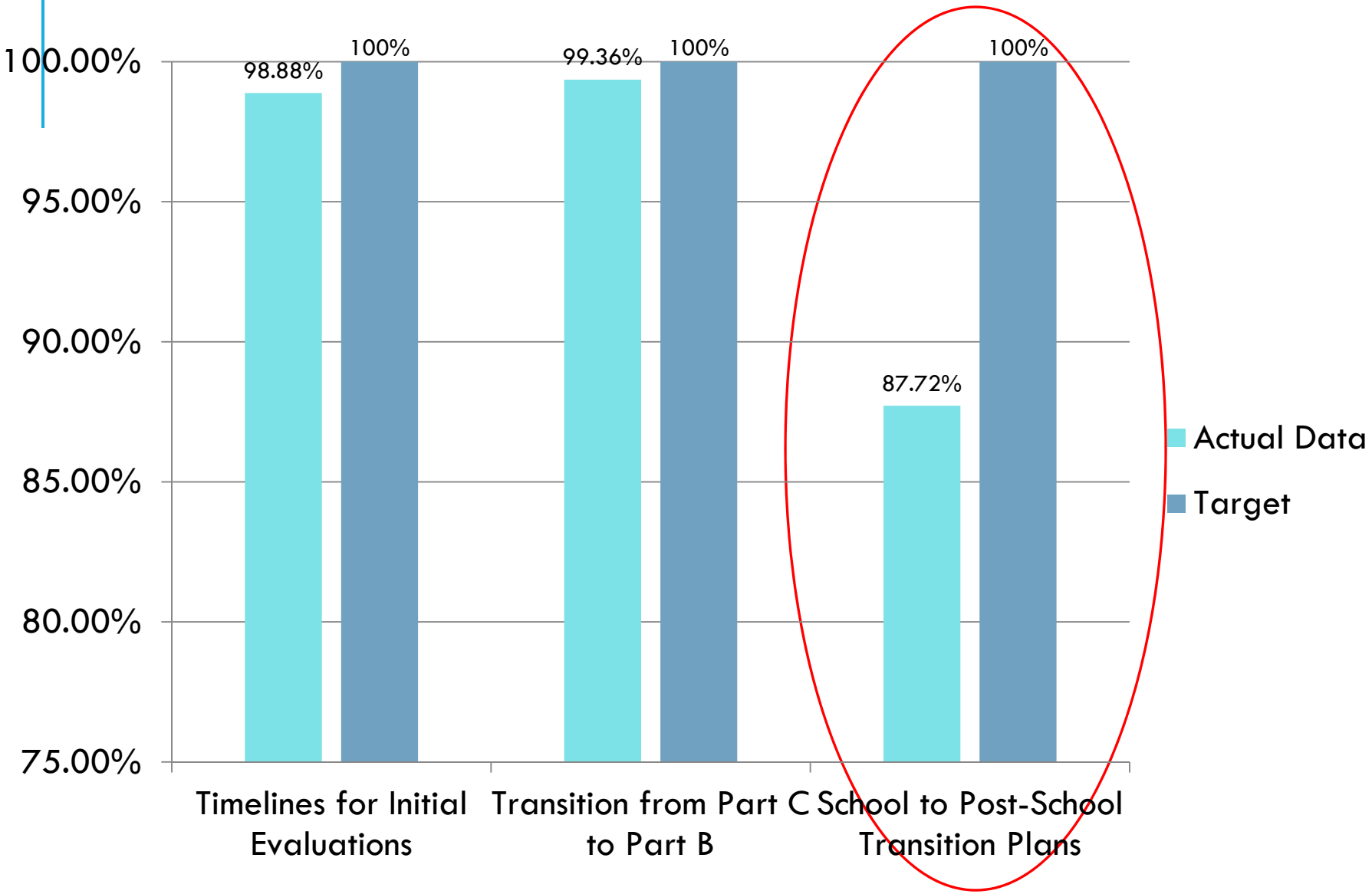
The USOE used data collected through the State December 1 Special Education Child Count (618 data).

The USOE calculates a Weighted Risk Ratio based on the identification rate for each racial/ethnic group in specific disability categories at each LEA.

Utah has maintained a 0% on this indicator and has met the targets.

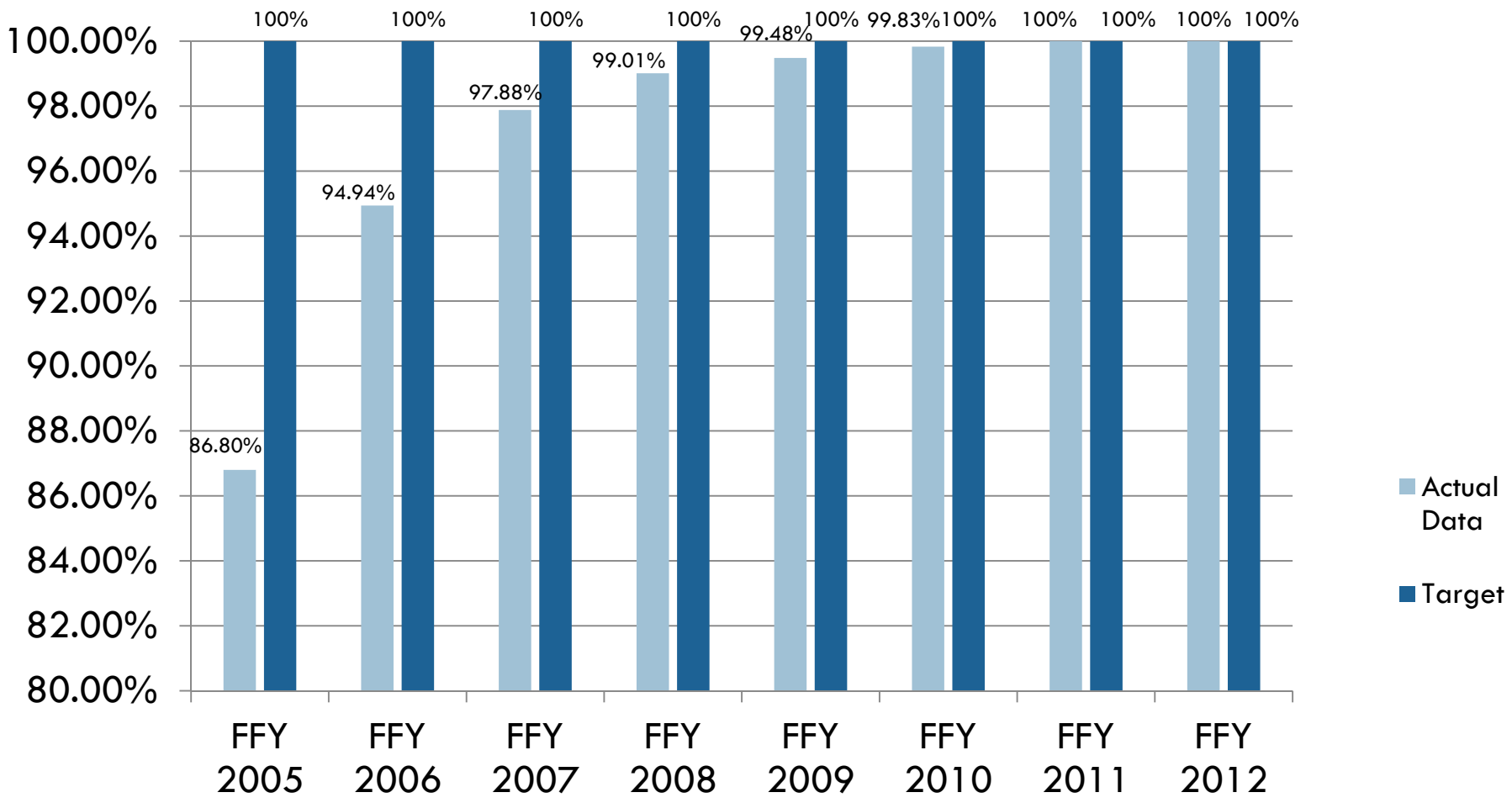
Met Target

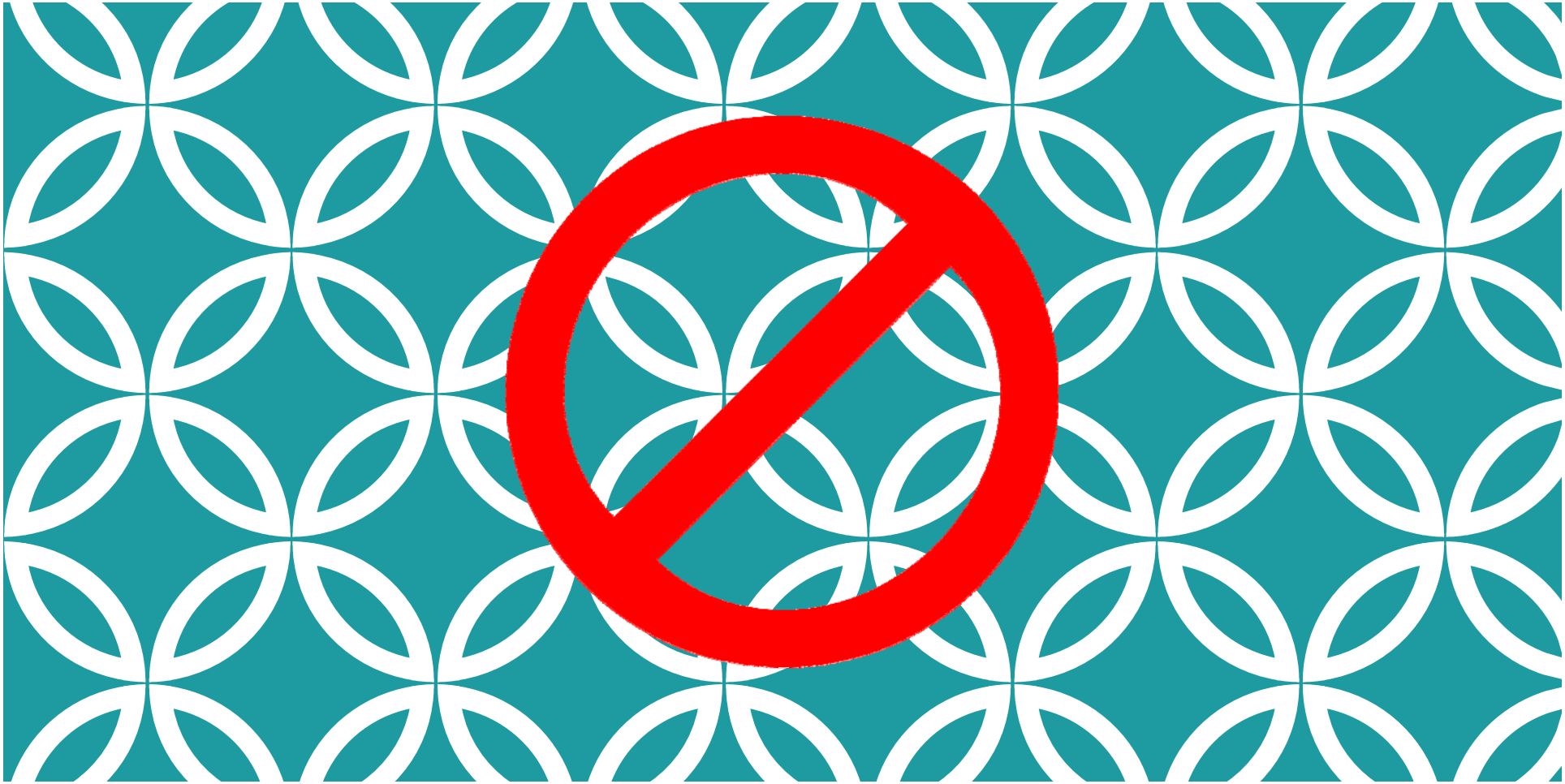
INDICATORS 11, 12, AND 13



INDICATOR 15 - CORRECTION OF FINDINGS OF NONCOMPLIANCE

Met Target





INDICATORS 16-20 REPORTING NOT REQUIRED

REPORTING NOT REQUIRED

~~Indicator 16 - Dispute Resolution Indicators~~

~~Indicator 17 - Timely and Accurate Data~~

Indicator 18 – Due Process Hearing Requests Resolved Through Resolution Sessions (n<10); FFY 2012 = 0.00%

Indicator 19 – Mediations Resulting in Mediation Agreements (n<10); FFY 2012 = 80%

Indicator 20 – State Data are Timely and Accurate

SUMMARY OF FFY 2012 APR

Indicator	State Data for FFY 2012	Target for FFY 2012	Target Met?	Progress/Slippage/Maintained
1	60.9%	71.8% or 2 percentage points improvement	Did not meet target; improvement goal was met	Progress (FFY 2011 = 58.6%)
2	4.5%	<5.32%	Yes	Maintained (FFY 2011 = 4.5%)
3A	M 3-8=25.49% M 10=12.82% ELA 3-8=26.47% ELA 10=26.19%	58.39% 42.38% 62.00% 63.16%	No No No No	Slippage (FFY 2012 AMO Targets Increased from FFY 2011)
3B	ELA =95.00% Math = 95.00%	99.56% 99.70	Yes Yes	Progress (FFY 2011 = 99.49%) Progress (FFY 2011 = 99.12%)
3C	M 3-8=47.11% M 10=22.96% ELA 3-8=51.61% ELA 10=52.65%	58.39% 42.38% 62.00% 63.16%	No No No No	Progress (FFY 2011 = 45.79%) Slippage (FFY 2011 = 26.05%) Slippage (FFY 2011 = 52.07%) Slippage (FFY 2011 = 54.39%)
4A	0.00%	0.0%	Yes	Maintained (FFY 2011 = 0.00%)
4B	0.00%	0.0%	Yes	Maintained (FFY 2011 = 0.00%)
5A	56.35%	55.84%	Yes	Progress (FFY 2011 = 55.29%)
5B	13.48%	<13.82%	Yes	Progress (FFY 2011 = 13.96%)
5C	2.79%	<3.15%	Yes	Progress (FFY 2011 = 3.15%)
6A	40.58%	36.41%	Yes	Progress (FFY 2011 = 36.31%)
6B	38.01%	<41.26%	Yes	Progress (FFY 2011 = 41.36%)

Indicator	State Data for FFY 2012	Target for FFY 2012	Target Met?	Progress/Slippage/Maintained
7A	88.51% 45.89%	94.10% 53.74%	No No	Progress (FFY 2011 = 88.20%) Slippage (FFY 2011 = 47.60%)
7B	87.95% 40.30%	93.35% 50.20%	No No	Progress (FFY 2011 = 86.5%) Slippage (FFY 2011 = 43.7%)
7C	88.42% 57.69%	93.79% 68.70%	No No	Slippage (FFY 2011 = 88.70%) Slippage (FFY 2011 = 61.90%)
8	89.83%	81.47%	Yes	Progress (FFY 2011 = 89.18%)
9	0.0%	0.0%	Yes	Maintained (FFY 2011 = 0%)
10	0.0%	0.0%	Yes	Maintained (FFY 2011 = 0%)
11	98.88%	100%	No	Progress (FFY 2011 = 97.70%)
12	99.36%	100%	No	Maintained (FFY11 = 99.83%)
13	87.72%	100%	No	Progress (FFY 2011 = 86.03%)
14A	27.60%	28.60%	No	Progress (FFY 2011 = 24.90%)
14B	66.30%	55.30%	Yes	Progress (FFY 2011 = 64.70%)
14C	81.01%	72.80%	Yes	Progress (FFY 2011 = 80.90%)
15	100%	100%	Yes	Maintained (FFY 2011 =100%)
18	N < 10 (0%)	85%	N/A	N/A
19	N < 10 (80%)	90%	N/A	N/A
20	N/A	100%	N/A	N/A (FFY 2011 = 95.65%)