

**Annual Performance Report on
Utah's State Performance Plan
LEA Reports
FFY 2019**

Annual Performance Report on Utah's State Performance Plan Academy for Math Engineering & Science FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Academy for Math Engineering & Science APR Determination: Needs Assistance

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	9.52%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Advantage Arts Academy (AAA) FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Advantage Arts Academy APR Determination: NA

#	Indicator	Advantage Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Advantage Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	NA	NA	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	NA	NA	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Advantage Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Advantage Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	NA	NA	0.00%	YES
10	Disproportionate 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%	NA	NA	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Advantage Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Advantage Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Alpine District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Alpine District APR Determination: Needs Assistance

#	Indicator	Alpine District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	74.75%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	19.07%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Alpine District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.05%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.34%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	70.58%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.15%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.01%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	40.44%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	40.70%	YES	29.76%	YES

#	Indicator	Alpine District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	93.54%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	57.28%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	96.59%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	54.85%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	94.30%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	61.57%	NO	66.95%	NO

#	Indicator	Alpine District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	86.81%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	93.67%	NO	94.08%	NO

#	Indicator	Alpine District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	95.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	21.83%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	57.36%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	83.76%	NO	83.37%	NO

#	Indicator	Alpine District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan American Academy of Innovation FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

American Academy of Innovation APR Determination: Needs Assistance

#	Indicator	American Academy of Innovation Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	33.33%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	American Academy of Innovation Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.90%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.28%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	87.10%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	25.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	75.00%	NO	83.37%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan American Leadership Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

American Leadership Academy APR Determination: Meets Requirements

#	Indicator	American Leadership Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	90.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	9.52%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	American Leadership Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.94%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.73%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	14.29%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	71.43%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan American Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

American Preparatory Academy APR Determination: Needs Assistance

#	Indicator	American Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	35.29%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	American Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.04%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.71%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.87%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.98%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	72.73%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Ascent Academies of Utah FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Ascent Academies of Utah APR Determination: Needs Assistance

#	Indicator	Ascent Academies of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Ascent Academies of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.18%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.21%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Ascent Academies of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	78.13%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Athenian eAcademy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Athenian eAcademy APR Determination: Needs Assistance

#	Indicator	Athenian eAcademy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	58.33%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	22.22%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Athenian eAcademy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.18%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	100.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	14.29%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	71.43%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Athlos Academy of Utah FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Athlos Academy of Utah APR Determination: Needs Intervention

#	Indicator	Athlos Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Athlos Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.71%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	33.33%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	71.72%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.02%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.01%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	0.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Bear River Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Bear River Charter School APR Determination: Meets Requirements

#	Indicator	Bear River Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Bear River Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.29%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post- secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Beaver District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Beaver District APR Determination: Needs Assistance

#	Indicator	Beaver District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	66.67%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	40.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Beaver District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	91.36%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.09%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Beaver District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	81.82%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	54.55%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	81.82%	YES	66.95%	NO

#	Indicator	Beaver District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Beaver District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	14.29%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Beaver District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Beehive Science & Technology Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Beehive Science & Technology Academy APR Determination: Needs Assistance

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	66.67%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	78.95%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Bonneville Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Bonneville Academy APR Determination: Meets Requirements

#	Indicator	Bonneville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Bonneville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	83.65%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	9.62%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Box Elder District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Box Elder District APR Determination: Needs Intervention

#	Indicator	Box Elder District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	63.38%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	34.07%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Box Elder District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.08%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.52%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	57.22%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	18.05%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.23%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	1.46%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	73.79%	NO	29.76%	YES

#	Indicator	Box Elder District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	71.43%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	48.65%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	86.11%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	56.76%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	83.87%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	70.27%	YES	66.95%	NO

#	Indicator	Box Elder District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	75.51%	NO	94.08%	NO

#	Indicator	Box Elder District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	52.63%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	9.38%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	40.63%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	78.13%	NO	83.37%	NO

#	Indicator	Box Elder District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Bridge Elementary FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Bridge Elementary APR Determination: NA

#	Indicator	Bridge Elementary Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Bridge Elementary Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	NA	NA	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	NA	NA	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	NA	NA	0.00%	YES
10	Disproportionate 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%	NA	NA	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan C.S. Lewis Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

C.S. Lewis Academy APR Determination: Needs Intervention

#	Indicator	C.S. Lewis Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	C.S. Lewis Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.96%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	2.63%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.36%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	58.82%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	75.00%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Cache District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Cache District APR Determination: Needs Assistance

#	Indicator	Cache District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	75.37%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.27%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Cache District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.05%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.06%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	65.93%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.77%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.55%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	30.46%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	9.20%	YES	29.76%	YES

#	Indicator	Cache District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	85.14%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	62.38%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	83.16%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	48.02%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	85.16%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	71.29%	YES	66.95%	NO

#	Indicator	Cache District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	85.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	89.04%	NO	94.08%	NO

#	Indicator	Cache District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	21.62%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	78.38%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	93.24%	NO	83.37%	NO

#	Indicator	Cache District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Canyon Grove Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Canyon Grove Academy APR Determination: Needs Assistance

#	Indicator	Canyon Grove Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Canyon Grove Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	93.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.22%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Canyon Rim Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Canyon Rim Academy APR Determination: Meets Requirements

#	Indicator	Canyon Rim Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Canyon Rim Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.64%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	88.24%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Canyons District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Canyons District APR Determination: Needs Intervention

#	Indicator	Canyons District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	70.05%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	19.03%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Canyons District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.03%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.12%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	53.49%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	13.16%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.15%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	41.10%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	41.37%	NO	29.76%	YES

#	Indicator	Canyons District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	75.64%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	27.81%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	78.18%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	21.89%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	80.50%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	46.15%	NO	66.95%	NO

#	Indicator	Canyons District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Canyons District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	25.33%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	53.33%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	90.67%	NO	83.37%	NO

#	Indicator	Canyons District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Carbon District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Carbon District APR Determination: Needs Intervention

#	Indicator	Carbon District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	70.83%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	40.63%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Carbon District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	86.49%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.70%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	8.95%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	64.65%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	31.31%	YES	29.76%	YES

#	Indicator	Carbon District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	95.24%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	54.55%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	95.35%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	40.91%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	95.24%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	61.36%	NO	66.95%	NO

#	Indicator	Carbon District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	90.00%	NO	94.08%	NO

#	Indicator	Carbon District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	15.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	36.84%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	63.16%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	89.47%	NO	83.37%	NO

#	Indicator	Carbon District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan The Center for Creativity Innovation and Discovery FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

The Center for Creativity Innovation and Discovery APR Determination: Needs Intervention

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	50.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Channing Hall FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Channing Hall APR Determination: Meets Requirements

#	Indicator	Channing Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Channing Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	93.24%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Channing Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Channing Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	79.41%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Channing Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Channing Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan City Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

City Academy APR Determination: Needs Assistance

#	Indicator	City Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	80.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	City Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	81.82%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	6.06%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	City Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	City Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	City Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	10.53%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	City Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Daggett District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Daggett District APR Determination: Needs Assistance

#	Indicator	Daggett District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Daggett District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	67.86%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Daggett District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Daggett District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Daggett District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Daggett District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Davinci Academy District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Davinci Academy APR Determination: Needs Assistance

#	Indicator	Davinci Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Davinci Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	70.45%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.41%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Davinci Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Davinci Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Davinci Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	28.57%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	57.14%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	57.14%	NO	83.37%	NO

#	Indicator	Davinci Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Davis District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Davis District APR Determination: Needs Intervention

#	Indicator	Davis District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	75.11%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	12.73%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Davis District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.23%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.04%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	58.85%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	10.73%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.73%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	51.53%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	14.08%	YES	29.76%	YES

#	Indicator	Davis District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	86.33%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	56.88%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	87.57%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	39.15%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	86.27%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	66.14%	NO	66.95%	NO

#	Indicator	Davis District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	89.02%	NO	94.08%	NO

#	Indicator	Davis District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	17.46%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	79.37%	NO	83.37%	NO

#	Indicator	Davis District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Dixie Montessori Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Dixie Montessori Academy APR Determination: Needs Intervention

#	Indicator	Dixie Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Dixie Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.80%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.04%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Dixie Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Dixie Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	50.00%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Dixie Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Dixie Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Dual Immersion Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Dual Immersion Academy APR Determination: Needs Intervention

#	Indicator	Dual Immersion Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	100.00%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Dual Immersion Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.79%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	95.83%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.08%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Duchesne District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Duchesne District APR Determination: Needs Intervention

#	Indicator	Duchesne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	58.33%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	34.48%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Duchesne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.25%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.32%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	72.26%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.88%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.64%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	0.86%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	93.10%	NO	29.76%	YES

#	Indicator	Duchesne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	78.05%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	48.08%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	76.92%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	40.38%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	82.86%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	71.15%	YES	66.95%	NO

#	Indicator	Duchesne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	70.00%	NO	94.08%	NO

#	Indicator	Duchesne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	16.28%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	37.21%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	72.09%	NO	83.37%	NO

#	Indicator	Duchesne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Early Light Academy at Daybreak FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Early Light Academy at Daybreak APR Determination: Needs Intervention

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.32%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.68%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.71%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.62%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.62%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	76.92%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan East Hollywood High FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

East Hollywood High APR Determination: Needs Assistance

#	Indicator	East Hollywood High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	74.19%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	25.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	East Hollywood High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	83.58%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.99%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	East Hollywood High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	East Hollywood High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	East Hollywood High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	100.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	62.50%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	75.00%	NO	83.37%	NO

#	Indicator	East Hollywood High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Edith Bowen Laboratory School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Edith Bowen Laboratory School APR Determination: Meets Requirements

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.71%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Emery District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Emery District APR Determination: Needs Intervention

#	Indicator	Emery District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	89.47%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	32.00%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Emery District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.24%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.27%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	66.43%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	5.24%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	28.00%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	72.00%	NO	29.76%	YES

#	Indicator	Emery District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	97.50%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	88.89%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	95.12%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	88.89%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	95.56%	YES	66.95%	NO

#	Indicator	Emery District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	80.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	91.67%	NO	94.08%	NO

#	Indicator	Emery District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	40.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	90.00%	NO	83.37%	NO

#	Indicator	Emery District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Endeavor Hall FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Endeavor Hall APR Determination: Meets Requirements

#	Indicator	Endeavor Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Endeavor Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	53.57%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	7.14%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Entheos Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Entheos Academy APR Determination: Meets Requirements

#	Indicator	Entheos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Entheos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.79%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	7.76%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Entheos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Entheos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	89.29%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Entheos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Entheos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Esperanza School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Esperanza School APR Determination: Meets Requirements

#	Indicator	Esperanza School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Esperanza School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Esperanza School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Esperanza School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Esperanza School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Esperanza School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Excelsior Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Excelsior Academy APR Determination: Meets Requirements

#	Indicator	Excelsior Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Excelsior Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	81.25%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.08%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Fast Forward High FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Fast Forward High APR Determination: Needs Assistance

#	Indicator	Fast Forward High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	95.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	19.23%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Fast Forward High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	78.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Fast Forward High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Fast Forward High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Fast Forward High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	6.25%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	68.75%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	81.25%	NO	83.37%	NO

#	Indicator	Fast Forward High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Franklin Discovery Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Franklin Discovery Academy APR Determination: Needs Intervention

#	Indicator	Franklin Discovery Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Franklin Discovery Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	82.76%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.45%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	84.38%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	75.00%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Freedom Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Freedom Preparatory Academy APR Determination: Needs Assistance

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.10%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Garfield District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Garfield District APR Determination: Needs Intervention

#	Indicator	Garfield District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	80.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Garfield District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.09%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.75%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Garfield District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	100.00%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	0.00%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	100.00%	YES	66.95%	NO

#	Indicator	Garfield District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	86.66%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	0.00%	NO	94.08%	NO

#	Indicator	Garfield District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	83.33%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	57.14%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	71.43%	NO	83.37%	NO

#	Indicator	Garfield District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Gateway Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Gateway Preparatory Academy APR Determination: Meets Requirements

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	91.34%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.94%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	77.50%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan George Washington Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

George Washington Academy APR Determination: Meets Requirements

#	Indicator	George Washington Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	George Washington Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.71%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.57%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	George Washington Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	George Washington Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	George Washington Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	George Washington Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Good Foundations Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Good Foundations Academy APR Determination: Needs Intervention

#	Indicator	Good Foundations Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Good Foundations Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	83.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	13.10%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	0.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Grand District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Grand District APR Determination: Needs Intervention

#	Indicator	Grand District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	66.67%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	33.33%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Grand District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.53%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	2.31%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	45.61%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	7.95%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.42%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	57.14%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	33.33%	YES	29.76%	YES

#	Indicator	Grand District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	86.96%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	65.38%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	84.00%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	61.54%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	85.00%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	69.23%	YES	66.95%	NO

#	Indicator	Grand District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	87.50%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	0.00%	NO	94.08%	NO

#	Indicator	Grand District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	15.79%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Grand District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Granite District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Granite District APR Determination: Needs Intervention

#	Indicator	Granite District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	60.47%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	39.58%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Granite District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.15%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.18%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	61.50%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	9.82%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.80%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	74.50%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	25.23%	YES	29.76%	YES

#	Indicator	Granite District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	93.52%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	50.60%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	88.28%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	46.73%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	92.48%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	61.31%	NO	66.95%	NO

#	Indicator	Granite District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	72.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	93.00%	NO	94.08%	NO

#	Indicator	Granite District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	45.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	11.64%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	40.41%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	87.67%	NO	83.37%	NO

#	Indicator	Granite District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Greenwood Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Greenwood Charter School APR Determination: Meets Requirements

#	Indicator	Greenwood Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Greenwood Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	98.36%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Greenwood Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Greenwood Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Greenwood Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Greenwood Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Guadalupe School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Guadalupe School APR Determination: Meets Requirements

#	Indicator	Guadalupe School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Guadalupe School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	81.82%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	9.09%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Guadalupe School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Guadalupe School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Guadalupe School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Guadalupe School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Hawthorn Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Hawthorn Academy APR Determination: Meets Requirements

#	Indicator	Hawthorn Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Hawthorn Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.45%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.69%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	79.49%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Highmark Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Highmark Charter School APR Determination: Meets Requirements

#	Indicator	Highmark Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Highmark Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	83.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.03%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	78.57%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Ignite Entrepreneurship Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Ignite Entrepreneurship Academy APR Determination: Meets Requirements

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.41%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.45%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	78.79%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan InTech Collegiate Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

InTech Collegiate Academy APR Determination: Meets Requirements

#	Indicator	InTech Collegiate Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	60.00%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	InTech Collegiate Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	96.43%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	3.57%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	InTech Collegiate Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	91.67%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Iron District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Iron District APR Determination: Needs Intervention

#	Indicator	Iron District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	70.00%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	18.56%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Iron District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.76%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.97%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	76.18%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.17%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.21%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	77.50%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	22.50%	YES	29.76%	YES

#	Indicator	Iron District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	97.06%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	64.66%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	88.60%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	50.00%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	96.67%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	79.31%	YES	66.95%	NO

#	Indicator	Iron District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	80.65%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	98.46%	NO	94.08%	NO

#	Indicator	Iron District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	21.88%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	46.88%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	84.38%	NO	83.37%	NO

#	Indicator	Iron District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Itineris Early College High FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Itineris Early College High APR Determination: Meets Requirements

#	Indicator	Itineris Early college High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	50.00%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	33.33%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Itineris Early college High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Itineris Early college High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Itineris Early college High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Itineris Early college High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	50.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Itineris Early college High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Jefferson Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Jefferson Academy APR Determination: Meets Requirements

#	Indicator	Jefferson Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Jefferson Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	11.76%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan John Hancock Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

John Hancock Charter School APR Determination: Meets Requirements

#	Indicator	John Hancock Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	John Hancock Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.57%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Jordan District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Jordan District APR Determination: Needs Assistance

#	Indicator	Jordan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	71.10%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	23.06%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Jordan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.16%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.95%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	66.95%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.90%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.93%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	87.98%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	4.79%	YES	29.76%	YES

#	Indicator	Jordan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	78.59%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	51.98%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	85.20%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	42.19%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	77.78%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	64.34%	NO	66.95%	NO

#	Indicator	Jordan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	78.69%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	92.25%	NO	94.08%	NO

#	Indicator	Jordan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	95.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	14.86%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	64.66%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	84.74%	NO	83.37%	NO

#	Indicator	Jordan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Juab District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Juab District APR Determination: Needs Assistance

#	Indicator	Juab District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	86.96%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	7.14%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	81.44%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	11.36%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	90.32%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	92.31%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	86.67%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	80.00%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	93.33%	YES	66.95%	NO

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	80.65%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	11.76%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	64.71%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	82.35%	NO	83.37%	NO

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Kane District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Kane District APR Determination: Needs Assistance

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	71.43%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.07%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.42%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.71%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	82.14%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	100.00%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	100.00%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	100.00%	YES	66.95%	NO

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	80.00%	NO	94.08%	NO

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Kane District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Karl G. Maeser Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Karl G. Maeser Preparatory Academy APR Determination: Needs Assistance

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	70.59%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.96%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	0.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Lakeview Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Lakeview Academy APR Determination: Meets Requirements

#	Indicator	Lakeview Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Lakeview Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.03%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.11%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.18%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.57%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	87.10%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Leadership Academy of Utah FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Leadership Academy of Utah APR Determination: Needs Intervention

#	Indicator	Leadership Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Leadership Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	15.38%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Leadership Learning Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Leadership Learning Academy APR Determination: Meets Requirements

#	Indicator	Leadership Learning Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Leadership Learning Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.83%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.41%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	78.79%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.79%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Legacy Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Legacy Preparatory Academy APR Determination: Meets Requirements

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	77.42%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.58%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	85.37%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Lincoln Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Lincoln Academy APR Determination: Needs Intervention

#	Indicator	Lincoln Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Lincoln Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	71.70%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.49%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Logan District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Logan District APR Determination: Needs Intervention

#	Indicator	Logan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	64.10%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	39.53%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Logan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.27%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.35%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	82.03%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	9.86%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	32.80%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	44.00%	NO	29.76%	YES

#	Indicator	Logan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	96.55%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	53.23%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	95.08%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	53.23%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	96.55%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	67.74%	YES	66.95%	NO

#	Indicator	Logan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	89.29%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	97.06%	NO	94.08%	NO

#	Indicator	Logan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	16.67%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	41.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	83.33%	NO	83.37%	NO

#	Indicator	Logan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Lumen Scholar Institute FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Lumen Scholar Institute APR Determination: Meets Requirements

#	Indicator	Lumen Scholar Institute Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	80.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Lumen Scholar Institute Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	0.00%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	94.44%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	50.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Mana Academy Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Mana Academy Charter School APR Determination: Needs Intervention

#	Indicator	Mana Academy Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Mana Academy Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	60.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Maria Montessori Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Maria Montessori Academy APR Determination: Needs Intervention

#	Indicator	Maria Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Maria Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	87.50%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	100.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Merit College Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Merit College Preparatory Academy APR Determination: Needs Assistance

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.52%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	7.14%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	77.91%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	69.70%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Millard District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Millard District APR Determination: Meets Requirements

#	Indicator	Millard District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	82.61%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	8.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Millard District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	71.17%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.12%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Millard District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	51.43%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	28.57%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	96.97%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	68.57%	YES	66.95%	NO

#	Indicator	Millard District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	87.50%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Millard District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	4.76%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	85.71%	NO	83.37%	NO

#	Indicator	Millard District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Moab Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Moab Charter School APR Determination: Meets Requirements

#	Indicator	Moab Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Moab Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Moab Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Moab Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Moab Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Moab Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Monticello Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Monticello Academy APR Determination: Needs Assistance

#	Indicator	Monticello Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Monticello Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	98.80%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Monticello Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Monticello Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	77.27%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Monticello Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Monticello Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Morgan District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Morgan District APR Determination: Needs Intervention

#	Indicator	Morgan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	58.33%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	30.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Morgan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.45%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Morgan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	82.35%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	63.16%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	88.89%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	42.11%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	72.73%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	73.68%	YES	66.95%	NO

#	Indicator	Morgan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	75.00%	NO	94.08%	NO

#	Indicator	Morgan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	25.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	75.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	75.00%	NO	83.37%	NO

#	Indicator	Morgan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Mountain Heights Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Mountain Heights Academy APR Determination: Needs Assistance

#	Indicator	Mountain Heights Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	91.67%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Mountain Heights Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.81%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.93%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	95.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	28.57%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	57.14%	NO	83.37%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Mountain Sunrise Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Mountain Sunrise Academy APR Determination: NA

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	NA	NA	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	NA	NA	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	NA	NA	0.00%	YES
10	Disproportionate 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%	NA	NA	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Mountain West Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Mountain West Academy APR Determination: Needs Intervention

#	Indicator	Mountain West Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Mountain West Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	80.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Mountain West Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Mountain West Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Mountain West Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	76.47%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Mountain West Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Mountainville Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Mountainville Academy APR Determination: Needs Intervention

#	Indicator	Mountainville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Mountainville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.33%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Murray District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Murray District APR Determination: Needs Intervention

#	Indicator	Murray District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	54.76%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	51.85%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Murray District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.25%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.46%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	81.72%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.70%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Murray District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	62.96%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	44.44%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	74.07%	YES	66.95%	NO

#	Indicator	Murray District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	83.33%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	94.12%	NO	94.08%	NO

#	Indicator	Murray District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	21.88%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	40.63%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	84.38%	NO	83.37%	NO

#	Indicator	Murray District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Navigator Pointe Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Navigator Pointe Academy APR Determination: Needs Assistance

#	Indicator	Navigator Pointe Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Navigator Pointe Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	76.27%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	6.78%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	80.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Nebo District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Nebo District APR Determination: Needs Intervention

#	Indicator	Nebo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	76.55%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	16.22%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Nebo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.27%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.06%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	70.62%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	12.30%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.27%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	15.54%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	54.11%	YES	29.76%	YES

#	Indicator	Nebo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	96.61%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	62.45%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	96.68%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	54.15%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	96.98%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	65.22%	NO	66.95%	NO

#	Indicator	Nebo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	84.75%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	94.03%	NO	94.08%	NO

#	Indicator	Nebo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	16.56%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	62.42%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	83.44%	NO	83.37%	NO

#	Indicator	Nebo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Noah Webster Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Noah Webster Academy APR Determination: Meets Requirements

#	Indicator	Noah Webster Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Noah Webster Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.74%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.85%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan North Davis Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

North Davis Preparatory Academy APR Determination: Needs Assistance

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	97.98%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.01%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	100.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan North Sanpete District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

North Sanpete District APR Determination: Needs Intervention

#	Indicator	North Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	50.00%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	10.53%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	North Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	71.88%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.79%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	North Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	72.73%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	46.15%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	91.67%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	46.15%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	84.62%	YES	66.95%	NO

#	Indicator	North Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	85.71%	NO	94.08%	NO

#	Indicator	North Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	54.55%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	63.64%	NO	83.37%	NO

#	Indicator	North Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan North Star Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

North Star Academy APR Determination: Needs Intervention

#	Indicator	North Star Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	North Star Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.93%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	North Star Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	North Star Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	73.33%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	North Star Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	66.67%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	North Star Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan North Summit District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

North Summit District APR Determination: Needs Assistance

#	Indicator	North Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	90.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	10.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	North Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	91.94%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.81%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	85.71%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	14.29%	YES	29.76%	YES

#	Indicator	North Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	North Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	0.00%	NO	94.08%	NO

#	Indicator	North Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	10.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	70.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	North Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Northern Utah Academy for Math Engineering & Science FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Northern Utah Academy for Math Engineering & Science APR Determination: Needs Assistance

#	Indicator	Northern Utah Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Northern Utah Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	94.44%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Northern Utah Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Northern Utah Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	63.64%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Northern Utah Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	50.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Northern Utah Academy for Math Engineering & Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Odyssey Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Odyssey Charter School APR Determination: Meets Requirements

#	Indicator	Odyssey Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Odyssey Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	64.15%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	91.30%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	73.33%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	66.67%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Ogden District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Ogden District APR Determination: Needs Intervention

#	Indicator	Ogden District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	52.94%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	40.83%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Ogden District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	59.99%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	17.27%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	0.00%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	64.04%	NO	29.76%	YES

#	Indicator	Ogden District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	92.16%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	53.45%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	89.09%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	34.48%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	95.92%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	72.41%	YES	66.95%	NO

#	Indicator	Ogden District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	86.49%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	96.15%	NO	94.08%	NO

#	Indicator	Ogden District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	9.09%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	43.18%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	77.27%	NO	83.37%	NO

#	Indicator	Ogden District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Ogden Preparatory Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Ogden Preparatory Academy APR Determination: Meets Requirements

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.60%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	2.86%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	82.95%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	6.20%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.78%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	89.66%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Open Classroom FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Open Classroom APR Determination: Needs Assistance

#	Indicator	Open Classroom Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Open Classroom Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	44.23%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	0.00%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Open Classroom Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Open Classroom Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	84.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Open Classroom Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Open Classroom Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Pacific Heritage Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Pacific Heritage Academy APR Determination: Needs Intervention

#	Indicator	Pacific Heritage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	100.00%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Pacific Heritage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	93.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	93.33%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Paradigm High School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Paradigm High School APR Determination: Needs Assistance

#	Indicator	Paradigm High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	68.42%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	28.57%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Paradigm High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	97.40%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Paradigm High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Paradigm High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Paradigm High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	100.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	7.69%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	61.54%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	92.31%	NO	83.37%	NO

#	Indicator	Paradigm High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Park City District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Park City District APR Determination: Needs Assistance

#	Indicator	Park City District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	79.31%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	3.23%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Park City District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	69.11%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	12.84%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	86.67%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Park City District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	66.67%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	100.00%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	66.67%	NO	66.95%	NO

#	Indicator	Park City District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	76.92%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Park City District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	47.06%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	88.24%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	94.12%	NO	83.37%	NO

#	Indicator	Park City District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Pinnacle Canyon Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Pinnacle Canyon Academy APR Determination: Needs Assistance

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.63%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.09%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	98.56%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.72%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	89.29%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Piute District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Piute District APR Determination: Meets Requirements

#	Indicator	Piute District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Piute District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	94.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Piute District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	100.00%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	50.00%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	100.00%	YES	66.95%	NO

#	Indicator	Piute District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	72.22%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Piute District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	75.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	NO	83.37%	NO

#	Indicator	Piute District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Promontory School of Expeditionary Learning FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Promontory School of Expeditionary Learning APR Determination: Meets Requirements

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	96.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Providence Hall FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Providence Hall APR Determination: Needs Intervention

#	Indicator	Providence Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	85.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	5.56%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Providence Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	69.35%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.23%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.40%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Providence Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Providence Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	80.00%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Providence Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	12.50%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	44.44%%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Providence Hall Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Provo District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Provo District APR Determination: Needs Intervention

#	Indicator	Provo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	75.76%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	13.45%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Provo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	66.27%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	11.03%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	56.46%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	23.13%	YES	29.76%	YES

#	Indicator	Provo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	92.73%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	67.74%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	96.67%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	46.77%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	94.00%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	70.97%	YES	66.95%	NO

#	Indicator	Provo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	97.67%	NO	94.08%	NO

#	Indicator	Provo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	45.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	15.71%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	55.71%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	85.71%	NO	83.37%	NO

#	Indicator	Provo District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Quest Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Quest Academy APR Determination: Meets Requirements

#	Indicator	Quest Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Quest Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	83.33%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	7.50%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Quest Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Quest Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	89.47%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Quest Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Quest Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Ranches Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Ranches Academy APR Determination: Needs Assistance

#	Indicator	Ranches Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Ranches Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	86.79%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	9.43%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.89%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Ranches Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Ranches Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Ranches Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Ranches Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Reagan Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Reagan Academy APR Determination: Needs Assistance

#	Indicator	Reagan Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Reagan Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	1.18%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	93.98%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.20%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Reagan Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Reagan Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Reagan Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	66.67%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Reagan Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan REAL Salt Lake Academy High School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

REAL Salt Lake Academy High School APR Determination: Needs Intervention

#	Indicator	REAL Salt Lake Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	REAL Salt Lake Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	54.05%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.70%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.70%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	REAL Salt Lake Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	REAL Salt Lake Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	REAL Salt Lake Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	5.56%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	0.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	50.00%	NO	83.37%	NO

#	Indicator	REAL Salt Lake Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Renaissance Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Renaissance Academy APR Determination: Needs Intervention

#	Indicator	Renaissance Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Renaissance Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.57%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	0.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Rich District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Rich District APR Determination: Meets Requirements

#	Indicator	Rich District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Rich District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	84.29%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	5.71%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	91.67%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	8.33%	YES	29.76%	YES

#	Indicator	Rich District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	66.67%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	83.33%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	83.33%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	83.33%	YES	66.95%	NO

#	Indicator	Rich District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	85.71%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Rich District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	25.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	75.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Rich District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Rockwell Charter High School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Rockwell Charter High School APR Determination: Meets Requirements

#	Indicator	Rockwell Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	95.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Rockwell Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	95.16%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	95.24%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	50.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Roots Charter High School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Roots Charter High School APR Determination: Needs Assistance

#	Indicator	Roots Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	77.78%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Roots Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	12.50%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	94.74%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	14.29%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	57.14%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	71.43%	NO	83.37%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Arts Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Salt Lake Arts Academy APR Determination: Needs Intervention

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	80.56%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	55.56%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Center for Science Education FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Salt Lake Center for Science Education APR Determination: Needs Intervention

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	71.43%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	44.44%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.70%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	25.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	75.00%	NO	83.37%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Salt Lake District APR Determination: Needs Intervention

#	Indicator	Salt Lake District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	69.33%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	35.75%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Salt Lake District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.04%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.06%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	62.05%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	18.54%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.47%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	70.21%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	17.02%	YES	29.76%	YES

#	Indicator	Salt Lake District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	85.29%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	60.76%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	90.41%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	55.70%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	87.10%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	68.35%	YES	66.95%	NO

#	Indicator	Salt Lake District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	92.98%	NO	94.08%	NO

#	Indicator	Salt Lake District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	9.76%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	41.46%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	78.05%	NO	83.37%	NO

#	Indicator	Salt Lake District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake School for the Performing Arts FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Salt Lake School for the Performing Arts APR Determination: Needs Intervention

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	7.69%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	86.36%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	5.56%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	40.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	80.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	80.00%	NO	83.37%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan San Juan District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

San Juan District APR Determination: Needs Intervention

#	Indicator	San Juan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	96.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	San Juan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	72.97%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.59%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.24%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	53.85%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	46.15%	NO	29.76%	YES

#	Indicator	San Juan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	91.67%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	50.00%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	100.00%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	42.86%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	100.00%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	57.14%	NO	66.95%	NO

#	Indicator	San Juan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	86.66%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	San Juan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	83.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	83.33%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	San Juan District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Scholar Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Scholar Academy APR Determination: Meets Requirements

#	Indicator	Scholar Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Scholar Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	93.51%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.30%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Scholar Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Scholar Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Scholar Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Scholar Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Sevier District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Sevier District APR Determination: Needs Assistance

#	Indicator	Sevier District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	75.61%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	35.29%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Sevier District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.12%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.68%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	79.12%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	20.88%	YES	29.76%	YES

#	Indicator	Sevier District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	95.45%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	82.00%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	95.65%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	82.00%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	90.00%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	78.00%	YES	66.95%	NO

#	Indicator	Sevier District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Sevier District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	27.78%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	83.33%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Sevier District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Soldier Hollow Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Soldier Hollow Charter School APR Determination: Meets Requirements

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	98.18%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	80.77%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan South Sanpete District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

South Sanpete District APR Determination: Needs Intervention

#	Indicator	South Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	66.67%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	28.57%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	South Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	77.15%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.30%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.13%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	75.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	23.75%	YES	29.76%	YES

#	Indicator	South Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	90.48%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	45.45%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	90.48%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	68.18%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	95.24%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	86.36%	YES	66.95%	NO

#	Indicator	South Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	88.89%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	75.00%	NO	94.08%	NO

#	Indicator	South Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	15.79%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	52.63%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	78.95%	NO	83.37%	NO

#	Indicator	South Sanpete District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan South Summit District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

South Summit District APR Determination: Needs Intervention

#	Indicator	South Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	South Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	92.25%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.93%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	South Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	South Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	50.00%	NO	94.08%	NO

#	Indicator	South Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	16.67%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	83.33%	NO	83.37%	NO

#	Indicator	South Summit District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Spectrum Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Spectrum Academy APR Determination: Needs Intervention

#	Indicator	Spectrum Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	77.53%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	8.33%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Spectrum Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	68.52%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	13.16%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	8.19%	NO	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	65.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	20.34%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	54.24%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	76.27%	NO	83.37%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan St. George Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

St. George Academy APR Determination: Meets Requirements

#	Indicator	St. George Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	St. George Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	93.88%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	St. George Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	St. George Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	91.30%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	St. George Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	100.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	St. George Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Success Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Success Academy APR Determination: Meets Requirements

#	Indicator	Success Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Success Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Success Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Success Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Success Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Success Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Summit Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Summit Academy APR Determination: Needs Intervention

#	Indicator	Summit Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Summit Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.41%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.45%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Summit Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Summit Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Summit Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	25.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Summit Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Summit Academy High School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Summit Academy High School APR Determination: Meets Requirements

#	Indicator	Summit Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	27.78%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Summit Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.34%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Summit Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Summit Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	86.96%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Summit Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	37.50%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	68.75%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	87.50%	NO	83.37%	NO

#	Indicator	Summit Academy High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Syracuse Arts Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Syracuse Arts Academy APR Determination: Needs Intervention

#	Indicator	Syracuse Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Syracuse Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	77.57%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.94%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	55.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Terra Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Terra Academy APR Determination: Needs Intervention

#	Indicator	Terra Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	66.67%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Terra Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.53%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	12.77%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Terra Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Terra Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Terra Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	57.14%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	25.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	75.00%	NO	83.37%	NO

#	Indicator	Terra Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan

Thomas Edison

FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Thomas Edison APR Determination: Needs Assistance

#	Indicator	Thomas Edison Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Thomas Edison Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	64.58%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	7.50%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Thomas Edison Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Thomas Edison Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	79.55%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Thomas Edison Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Thomas Edison Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Timpanogos Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Timpanogos Academy APR Determination: Meets Requirements

#	Indicator	Timpanogos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Timpanogos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	79.27%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	1.22%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	85.71%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Tintic District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Tintic District APR Determination: Needs Assistance

#	Indicator	Tintic District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Tintic District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	88.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Tintic District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	50.00%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	0.00%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	0.00%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	0.00%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	50.00%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	0.00%	NO	66.95%	NO

#	Indicator	Tintic District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Tintic District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	100.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Tintic District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Tooele District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Tooele District APR Determination: Needs Intervention

#	Indicator	Tooele District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	66.43%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	33.12%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Tooele District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.54%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	6.06%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	68.08%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	9.90%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.56%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	46.58%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	4.97%	YES	29.76%	YES

#	Indicator	Tooele District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	88.73%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	58.02%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	91.78%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	54.32%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	88.71%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	64.20%	NO	66.95%	NO

#	Indicator	Tooele District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	58.82%	NO	94.08%	NO

#	Indicator	Tooele District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	18.28%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	69.89%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	82.80%	NO	83.37%	NO

#	Indicator	Tooele District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Treeside Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Treeside Charter School APR Determination: Meets Requirements

#	Indicator	Treeside Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Treeside Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	78.18%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	5.45%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Treeside Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Tuacahn High School for the Performing Arts FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Tuacahn High School for the Performing Arts APR Determination: Needs Assistance

#	Indicator	Tuacahn High School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Tuacahn High School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.32%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Tuacahn High School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Tuacahn High School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Tuacahn High School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	50.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	75.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Tuacahn High School for the Performing Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Uintah District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Uintah District APR Determination: Needs Intervention

#	Indicator	Uintah District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	64.52%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	32.61%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Uintah District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.12%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.16%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	76.78%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	10.71%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	9.49%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	81.02%	NO	29.76%	YES

#	Indicator	Uintah District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	100.00%	YES	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	51.52%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	93.85%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	37.88%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	98.11%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	74.24%	YES	66.95%	NO

#	Indicator	Uintah District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Uintah District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	65.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	15.79%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	47.37%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	84.21%	NO	83.37%	NO

#	Indicator	Uintah District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Uintah River High FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Uintah River High APR Determination: Needs Assistance

#	Indicator	Uintah River High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Uintah River High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Uintah River High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Uintah River High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	0.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Uintah River High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Uintah River High Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah Career Path High School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah Career Path High School APR Determination: Needs Intervention

#	Indicator	Utah Career Path High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	33.33%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah Career Path High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	2.63%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	3.03%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	70.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	66.67%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah Connections Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah Connections Academy APR Determination: Needs Intervention

#	Indicator	Utah Connections Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	47.62%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	59.46%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah Connections Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.01%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	6.59%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	71.43%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	30.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	70.00%	NO	83.37%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah County Academy of Science FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah County Academy of Science APR Determination: Meets Requirements

#	Indicator	Utah County Academy of Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah County Academy of Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	91.67%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah County Academy of Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	100.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah International Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah International Charter School APR Determination: Needs Intervention

#	Indicator	Utah International Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	0.00%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	100.00%	NO	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah International Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	58.33%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	33.33%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	50.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	50.00%	NO	83.37%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah Military Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah Military Academy APR Determination: Needs Intervention

#	Indicator	Utah Military Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	75.00%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	23.08%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah Military Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.83%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.06%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	72.97%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.24%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.08%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	50.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	66.67%	NO	83.37%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah Schools for Deaf & Blind FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah Schools for Deaf & Blind APR Determination: Needs Assistance

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	NA	NA	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	NA	NA	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	73.33%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	51.28%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	77.78%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	38.46%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	96.30%	YES	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	69.23%	YES	66.95%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	92.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	66.67%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Utah Virtual Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Utah Virtual Academy APR Determination: Needs Assistance

#	Indicator	Utah Virtual Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	62.07%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	8.82%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Utah Virtual Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	40.87%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	7.90%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	85.37%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	22.22%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	48.15%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	62.96%	NO	83.37%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Valley Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Valley Academy APR Determination: Meets Requirements

#	Indicator	Valley Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Valley Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Valley Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Valley Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	80.77%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Valley Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Valley Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Vanguard Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Vanguard Academy APR Determination: Needs Assistance

#	Indicator	Vanguard Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Vanguard Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	89.47%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	83.33%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	100.00%	YES	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Venture Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Venture Academy APR Determination: Needs Assistance

#	Indicator	Venture Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	72.73%	NO	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Venture Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	97.64%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Venture Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Venture Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Venture Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	85.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	33.33%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	83.33%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Venture Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Vista School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Vista School APR Determination: Meets Requirements

#	Indicator	Vista School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Vista School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.43%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	4.26%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Vista School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Vista School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	75.56%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Vista School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Vista School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Voyage Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Voyage Academy APR Determination: Meets Requirements

#	Indicator	Voyage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Voyage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	98.39%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Voyage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Voyage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	95.83%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Voyage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Voyage Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Walden School of Liberal Arts FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Walden School of Liberal Arts APR Determination: Needs Assistance

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	85.54%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.41%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.20%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	0.00%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	50.00%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	100.00%	YES	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	100.00%	YES	83.37%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Wallace Stegner Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Wallace Stegner Academy APR Determination: Needs Assistance

#	Indicator	Wallace Stegner Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Wallace Stegner Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	86.44%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	66.67%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Wasatch District APR Determination: Needs Intervention

#	Indicator	Wasatch District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	85.71%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	13.33%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Wasatch District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.68%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	1.92%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	78.45%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	3.20%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.17%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	96.34%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	1.22%	YES	29.76%	YES

#	Indicator	Wasatch District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	71.43%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	54.00%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	67.57%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	46.00%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	72.22%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	62.00%	NO	66.95%	NO

#	Indicator	Wasatch District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	76.00%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	90.00%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	95.24%	NO	94.08%	NO

#	Indicator	Wasatch District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	36.36%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	53.85%	YES	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	84.62%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	92.31%	NO	83.37%	NO

#	Indicator	Wasatch District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch Peak Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Wasatch Peak Academy APR Determination: Needs Assistance

#	Indicator	Wasatch Peak Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Wasatch Peak Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	82.22%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	2.22%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	62.50%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch Waldorf Charter School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Wasatch Waldorf Charter School APR Determination: Needs Assistance

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	75.82%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	18.68%	NO	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	79.49%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Washington District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Washington District APR Determination: Needs Intervention

#	Indicator	Washington District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	78.46%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	20.13%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Washington District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	70.63%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.30%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.57%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	91.45%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.20%	YES	29.76%	YES

#	Indicator	Washington District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	94.14%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	72.46%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	94.51%	YES	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	62.32%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	93.21%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	78.99%	YES	66.95%	NO

#	Indicator	Washington District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	69.57%	NO	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	96.64%	NO	94.08%	NO

#	Indicator	Washington District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	22.89%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	55.42%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	72.89%	NO	83.37%	NO

#	Indicator	Washington District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Wayne District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Wayne District APR Determination: Needs Assistance

#	Indicator	Wayne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	100.00%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	0.00%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Wayne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	90.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	6.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	100.00%	YES	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	0.00%	YES	29.76%	YES

#	Indicator	Wayne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	66.67%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	0.00%	NO	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	66.67%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	0.00%	NO	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	33.33%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	0.00%	NO	66.95%	NO

#	Indicator	Wayne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	100.00%	YES	94.08%	NO

#	Indicator	Wayne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	0.00%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	0.00%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	0.00%	NO	83.37%	NO

#	Indicator	Wayne District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Weber District FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Weber District APR Determination: Needs Intervention

#	Indicator	Weber District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	76.21%	YES	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	22.92%	YES	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Weber District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.17%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	0.59%	NO	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	56.38%	NO	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	8.53%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.82%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	4.92%	NO	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	63.93%	NO	29.76%	YES

#	Indicator	Weber District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	92.86%	NO	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	56.77%	YES	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	92.47%	NO	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	52.90%	YES	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	92.59%	NO	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	69.03%	YES	66.95%	NO

#	Indicator	Weber District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	97.14%	NO	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	83.78%	NO	94.08%	NO

#	Indicator	Weber District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	14.71%	NO	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	19.57%	NO	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	74.46%	NO	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	88.59%	NO	83.37%	NO

#	Indicator	Weber District Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Weber State University Charter Academy FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Weber State University Charter Academy APR Determination: Meets Requirements

#	Indicator	Weber State University Charter Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Weber State University Charter Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	100.00%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	0.00%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Weber State University Charter Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Weber State University Charter Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	100.00%	YES	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Weber State University Charter Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Weber State University Charter Academy Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Weilenmann School of Discovery FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Weilenmann School of Discovery APR Determination: Meets Requirements

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	81.63%	YES	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	6.12%	YES	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES

Annual Performance Report on Utah's State Performance Plan Winter Sports School FFY 2019

Publication Date: June 24, 2021

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past [Annual State and LEA APR Reports and the State Systemic Improvement Plan \(SSIP\)](#) may be viewed on the Utah State Board of Education website.

Winter Sports School APR Determination: Meets Requirements

#	Indicator	Winter Sports School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	75.86%	NA	NA	72.36%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤30.86%	NA	NA	23.56%	YES
3B	English Language Arts	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3B	Math	Participation rate of grade 3–8 students with IEPs.	95.00%	NA	NA	NA	NA
		Participation rate of grade 10 students with IEPs.	95.00%	NA	NA	NA	NA
3C	English Language Arts	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.30%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	12.41%	NA	NA	NA	NA
3C	Math	Proficiency rate of grades 3–8 students with IEPs against grade level, modified, and alternate academic achievement standards.	18.88%	NA	NA	NA	NA
		Proficiency rate of grade 10 students with IEPs against grade level, modified, and alternate academic achievement standards.	5.41%	NA	NA	NA	NA

#	Indicator	Winter Sports School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
4A	Significant Discrepancy	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 students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class 80% or more of the day,	59.41%	NA	NA	67.84%	YES
5B	Separate Classroom	Percent of students with IEPs aged 6 through 21 who are served inside the regular class less than 40% of the day, and	≤13.15%	NA	NA	9.13%	YES
5C	Separate Facilities	Percent of students with IEPs aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.52%	NA	NA	52.05%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤41.15%	NA	NA	29.76%	YES

#	Indicator	Winter Sports School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	95.30%	NA	NA	89.18%	NO
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	53.13%	NA	NA	57.20%	YES
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	93.41%	NA	NA	90.04%	NO
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	48.91%	NA	NA	48.70%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.12%	NA	NA	89.68%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	67.41%	NA	NA	66.95%	NO

#	Indicator	Winter Sports School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	81.33%	NA	NA	78.84%	NO
9	Disproportionate 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%	YES	0.00%	YES
10	Disproportionate 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%	YES	0.00%	YES
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	97.10%	NO
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	94.08%	NO

#	Indicator	Winter Sports School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services 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.	100.00%	NA	NA	51.10%	NO
14A	Higher Education (HE)	Percent 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;	29.75%	NA	NA	19.39%	NO
14B	HE or Employed	Percent 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;	85.07%	NA	NA	60.56%	NO
14C	HE, Post-secondary Training, or Employed	Percent 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 post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	99.83%	NA	NA	83.37%	NO

#	Indicator	Winter Sports School Measurement	FFY 2019 State Target	FFY 2019 LEA Data	LEA Met FFY 2019 Target	FFY 2019 State Data	State Met FFY 2019 Target
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	n<10	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.00%	n<10	NA	62.50%	YES