

**Annual Performance Report
on Utah's State Performance
Plan LEA Reports
FFY 2020**

Annual Performance Report on Utah's State Performance Plan Academy For Math Engineering & Science FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	55.56%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	20.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	28.57%	YES	3.19%	YES

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	52.41%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	33.93%	NO	25.62%	YES

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	66.67%	NO	78.56%	YES
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%	0.66%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Academy For Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	40.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	80.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	80.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Advantage Arts Academy (AAA) FFY 2020

Publication Date: April 13, 2022

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 (AAA) APR Determination: Needs Assistance

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	11.11%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	20.93%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	22.22%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.43%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.70%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.21%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Alpine District FFY 2020

Publication Date: April 13, 2022

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).

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Alpine District APR Determination: Needs Assistance

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	78.47%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	16.36%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.26%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	85.62%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	65.79%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.78%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	69.19%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	64.17%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	20.44%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	5.01%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	9.56%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	25.83%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	8.59%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	1.75%	NO	3.19%	YES

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	15.69%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	27.12%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	31.58%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	29.41%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	6.78%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	17.54%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	26.29%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.17%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	40.61%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	28.66%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	31.85%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	30.79%	NO	25.62%	YES

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.07%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	72.34%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.18%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	4.06%	NO	2.68%	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.	46.86%	42.11%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	38.56%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.84%	NO	0.31%	YES

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	97.67%	YES	91.49%	YES
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.	55.80%	57.43%	YES	57.83%	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.	88.41%	97.43%	YES	92.26%	YES
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.	48.48%	53.08%	YES	49.86%	YES
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.	89.86%	96.48%	YES	92.23%	YES
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.	66.44%	64.67%	NO	68.44%	YES

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	83.58%	YES	78.56%	YES
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%	2.44%	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%	3.54%	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.	100.00%	100.00%	YES	97.44%	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%	99.20%	NO	95.76%	NO

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Alpine District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	14.29%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	60.59%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	81.77%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan American Academy of Innovation FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	69.23%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	45.83%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	61.54%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	58.33%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	11.11%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	18.18%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	12.50%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	31.11%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	24.68%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	9.45%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	10.00%	YES	25.62%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	83.70%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.09%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.22%	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%	0.69%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan American Leadership Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	90.91%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	9.09%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.33%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	73.91%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.33%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	78.26%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	7.69%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	5.88%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	5.56%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	15.38%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.56%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	5.56%	YES	3.19%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	33.09%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	24.48%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.16%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	35.60%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	17.65%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	9.59%	YES	25.62%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.17%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.08%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	84.62%	YES	78.56%	YES
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%	1.69%	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%	2.40%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	71.43%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	85.71%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan American Preparatory Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	80.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	20.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.24%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	82.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.59%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	76.19%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	14.49%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	9.68%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	6.67%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	17.14%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	8.82%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	6.25%	YES	3.19%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	50.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	100.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.73%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	20.61%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.63%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	22.82%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	17.50%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	18.27%	YES	25.62%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.83%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.87%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.09%	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%	2.42%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	80.00%	NO	67.17%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	40.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	80.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	80.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Ascent Academies FFY 2020

Publication Date: April 13, 2022

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 APR Determination: Needs Assistance

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.24%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.48%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	20.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	8.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	31.58%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	9.09%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	50.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	10.61%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	31.25%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	9.74%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	23.53%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	85.57%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.01%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.19%	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%	1.32%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Ascent Academies Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Athenian eAcademy FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	66.67%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	33.33%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	25.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	12.50%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	14.29%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	12.50%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	-8.33%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	9.72%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	20.71%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	6.45%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	9.72%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	4.76%	YES	25.62%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.91%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	82.50%	YES	78.56%	YES
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%	0.95%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	25.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	50.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
Athlos Academy of Utah
FFY 2020**

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	12.50%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	23.81%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	50.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	15.21%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	29.41%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	93.65%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.17%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Bear River Charter School FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	25.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	25.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.18%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	66.67%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	25.00%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	52.63%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	100.00%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Beaver District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	61.54%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	30.77%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	78.95%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	73.68%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	39.13%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	47.83%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	8.33%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Beaver District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	33.33%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	17.23%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	43.16%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	31.30%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	8.93%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	31.03%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	21.93%	YES	25.62%	YES

#	Indicator	Beaver District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.45%	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%	0.59%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	91.59%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.21%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Beaver District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	85.71%	NO	91.49%	YES
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.	55.80%	81.82%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	54.55%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	81.82%	YES	68.44%	YES

#	Indicator	Beaver District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	82.35%	YES	78.56%	YES
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%	1.46%	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%	1.51%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Beaver District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Beaver District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	20.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	70.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	90.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Beehive Science & Technology Academy FFY 2020

Publication Date: April 13, 2022

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: Meets Requirements

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	33.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	28.57%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	66.67%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	14.29%	YES	3.19%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	28.97%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	26.99%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	18.81%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	33.99%	NO	25.62%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.45%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Bonneville Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	63.64%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	63.64%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	18.18%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	9.09%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.58%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	27.43%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.60%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	19.48%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	1.90%	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%	2.35%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.58%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.88%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	66.67%	NO	78.56%	YES
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%	1.41%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Box Elder District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	57.95%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	22.73%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.50%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	89.25%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	74.70%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.59%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.10%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	59.76%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	14.29%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	6.58%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	1.89%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	22.68%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	2.70%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Box Elder District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	12.50%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	14.29%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	33.33%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	25.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.51%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	39.21%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	45.42%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.91%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	46.73%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	28.25%	NO	25.62%	YES

#	Indicator	Box Elder District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	59.67%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	15.05%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	0.00%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	73.96%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Box Elder District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	95.56%	YES	91.49%	YES
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.	55.80%	58.82%	YES	57.83%	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.	88.41%	87.23%	NO	92.26%	YES
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.	48.48%	50.98%	YES	49.86%	YES
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.	89.86%	94.12%	YES	92.23%	YES
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.	66.44%	78.43%	YES	68.44%	YES

#	Indicator	Box Elder District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	87.10%	YES	78.56%	YES
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%	2.39%	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%	1.71%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Box Elder District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Box Elder District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	15.15%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	60.61%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	72.73%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Bridge Elementary FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.00%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	26.92%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	78.57%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.29%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.97%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan C.S. Lewis Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	14.29%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	5.71%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	2.04%	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%	2.86%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	82.61%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.70%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	3.11%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Cache District FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	82.88%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	13.01%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.53%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	93.55%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.22%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.02%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	91.61%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	86.01%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.67%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	14.81%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	9.82%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	28.73%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	14.39%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	6.03%	YES	3.19%	YES

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	40.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	42.86%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	20.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	30.14%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	39.77%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	43.15%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	29.89%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	43.76%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	34.82%	NO	25.62%	YES

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	70.78%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.78%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.37%	YES	2.68%	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.	46.86%	30.53%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	14.02%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	85.24%	NO	91.49%	YES
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.	55.80%	58.69%	YES	57.83%	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.	88.41%	87.26%	NO	92.26%	YES
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.	48.48%	49.77%	YES	49.86%	YES
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.	89.86%	89.86%	YES	92.23%	YES
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.	66.44%	65.73%	NO	68.44%	YES

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.89%	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%	2.83%	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.	100.00%	90.00%	NO	97.44%	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%	98.51%	NO	95.76%	NO

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Cache District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	20.41%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	67.35%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	83.67%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Canyon Grove Academy FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	40.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	37.25%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	-14.00%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	94.87%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	5.13%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	60.00%	NO	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Canyon Rim Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	28.57%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	57.53%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	37.18%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	95.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Canyons District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	55.74%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	19.67%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.66%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	79.48%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	61.73%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.11%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	52.53%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	64.97%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	19.37%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	11.45%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	12.04%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	27.16%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	12.95%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	6.09%	YES	3.19%	YES

#	Indicator	Canyons District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	26.67%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	23.08%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	40.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	7.69%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	27.12%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	43.11%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	45.93%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	27.78%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	37.14%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	27.47%	NO	25.62%	YES

#	Indicator	Canyons District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.08%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	70.42%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	9.37%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	3.99%	NO	2.68%	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.	46.86%	43.21%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	42.94%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Canyons District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	87.21%	NO	91.49%	YES
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.	55.80%	48.96%	NO	57.83%	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.	88.41%	89.30%	YES	92.26%	YES
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.	48.48%	42.71%	NO	49.86%	YES
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.	89.86%	87.21%	NO	92.23%	YES
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.	66.44%	62.50%	NO	68.44%	YES

#	Indicator	Canyons District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	75.93%	NO	78.56%	YES
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%	2.52%	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%	2.91%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Canyons District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Canyons District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	19.10%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	53.93%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	85.39%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Carbon District FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	77.14%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	11.43%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	96.23%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	84.21%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.95%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.34%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.84%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.95%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.67%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	3.23%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	17.02%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	14.29%	YES	3.19%	YES

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	66.67%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	66.67%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	33.33%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	21.76%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	39.89%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	43.23%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	25.96%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	32.10%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	4.63%	YES	25.62%	YES

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	85.44%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.57%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	9.58%	NO	2.68%	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.	46.86%	69.05%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	29.76%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	94.23%	YES	91.49%	YES
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.	55.80%	53.70%	NO	57.83%	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.	88.41%	98.11%	YES	92.26%	YES
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.	48.48%	40.74%	NO	49.86%	YES
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.	89.86%	96.00%	YES	92.23%	YES
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.	66.44%	72.22%	YES	68.44%	YES

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	80.65%	YES	78.56%	YES
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%	2.24%	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%	1.48%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Carbon District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	20.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	64.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	84.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Channing Hall FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	12.50%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	16.67%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	34.56%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	50.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	50.00%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	36.11%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	93.44%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.55%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Channing Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan City Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	75.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	25.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	14.29%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	14.29%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	City Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	100.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	21.00%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	33.33%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	9.24%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.00%	YES	25.62%	YES

#	Indicator	City Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	77.78%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	City Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	City Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	73.33%	NO	78.56%	YES
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%	1.62%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	City Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	City Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	50.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Daggett District FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	20.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	20.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	1.43%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	27.78%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	56.25%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	1.43%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	16.67%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	30.77%	NO	25.62%	YES

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	82.14%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	68.18%	NO	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Daggett District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Davinci Academy FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	78.57%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	4.76%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	4.76%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	100.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	17.74%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	48.72%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	51.35%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	13.10%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.92%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	20.78%	YES	25.62%	YES

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.57%	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%	0.74%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	79.19%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.46%	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%	1.78%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Davinci Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	62.50%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	62.50%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Davis District FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	77.28%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	21.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.31%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.94%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	70.34%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.92%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.75%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	42.23%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	13.13%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	6.16%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	6.34%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	16.96%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	4.39%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	3.41%	YES	3.19%	YES

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	9.38%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	10.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	7.69%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	34.38%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	6.67%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	3.85%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	28.32%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	41.63%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	44.72%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	31.14%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	38.55%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	31.59%	NO	25.62%	YES

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.14%	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%	0.31%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	59.64%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	10.56%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	2.69%	YES	2.68%	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.	46.86%	54.59%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	12.12%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.13%	YES	0.31%	YES

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	87.45%	NO	91.49%	YES
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.	55.80%	65.81%	YES	57.83%	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.	88.41%	91.62%	YES	92.26%	YES
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.	48.48%	39.03%	NO	49.86%	YES
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.	89.86%	92.61%	YES	92.23%	YES
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.	66.44%	67.24%	YES	68.44%	YES

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	81.03%	YES	78.56%	YES
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%	1.88%	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%	2.92%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Davis District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	19.58%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	68.88%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	80.42%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Dual Immersion Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	0.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	100.00%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.69%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	26.83%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	25.49%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	7.32%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	97.78%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Duchesne District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	65.31%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	26.53%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.59%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	74.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.65%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.51%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	68.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.13%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	11.59%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	6.67%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	4.44%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	16.18%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	5.56%	YES	3.19%	YES

#	Indicator	Duchesne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	27.27%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	20.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	25.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	18.18%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.86%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	25.05%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	30.01%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.31%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	34.70%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	18.35%	YES	25.62%	YES

#	Indicator	Duchesne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	77.14%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.34%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	4.92%	NO	2.68%	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.	46.86%	4.17%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	90.63%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Duchesne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	78.38%	NO	91.49%	YES
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.	55.80%	61.54%	YES	57.83%	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.	88.41%	88.46%	YES	92.26%	YES
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.	48.48%	50.00%	YES	49.86%	YES
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.	89.86%	82.14%	NO	92.23%	YES
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.	66.44%	76.92%	YES	68.44%	YES

#	Indicator	Duchesne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	76.92%	NO	78.56%	YES
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%	1.35%	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%	1.37%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Duchesne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Duchesne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	10.34%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	37.93%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	86.21%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Early Light Academy At Daybreak FFY 2020

Publication Date: April 13, 2022

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: Meets Requirements

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	15.79%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	7.14%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	21.05%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	14.29%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.26%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	39.45%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.81%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.62%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	94.67%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	90.70%	YES	78.56%	YES
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%	1.43%	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%	0.72%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Early Light Academy At Daybreak Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan East Hollywood High FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	59.26%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	40.74%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	93.75%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	94.12%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	20.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	13.33%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	4.55%	YES	25.62%	YES

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.16%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.64%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	55.56%	NO	78.56%	YES
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%	1.41%	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%	1.29%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	East Hollywood High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	16.67%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	75.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
Edith Bowen Laboratory School
FFY 2020**

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	18.18%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	50.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	41.67%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.49%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	84.21%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.75%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.68%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Emery District FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	89.29%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	10.71%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	96.55%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	84.09%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	82.61%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	96.55%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.36%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	17.86%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	2.70%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	5.26%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	21.43%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.26%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	5.00%	YES	3.19%	YES

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	21.33%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	30.63%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	33.90%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	33.30%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	32.24%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	36.42%	NO	25.62%	YES

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	73.06%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.43%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	27.87%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	67.21%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	75.76%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	69.70%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	81.82%	YES	68.44%	YES

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.10%	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%	1.40%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Emery District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	15.38%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	92.31%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Endeavor Hall FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	33.33%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	10.26%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.05%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	42.59%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.85%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	82.35%	YES	78.56%	YES
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%	1.23%	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%	1.40%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Entheos Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.95%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.95%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	5.88%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	7.69%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	5.88%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.62%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	16.17%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	19.59%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	11.24%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.86%	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%	2.78%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.92%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	6.98%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.51%	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%	1.65%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Entheos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Esperanza Elementary School FFY 2020

Publication Date: April 13, 2022

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 Elementary School APR Determination: Needs Assistance

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	10.67%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	10.67%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	97.67%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	100.00%	YES	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Esperanza Elementary School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Excelsior Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.30%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.30%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	31.82%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	29.17%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	27.27%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	12.50%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	33.33%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	50.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	66.67%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	0.49%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	30.83%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	25.04%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	36.78%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	76.81%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.38%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	79.17%	YES	78.56%	YES
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%	0.91%	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%	1.75%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Fast Forward High FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	83.33%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	16.67%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	81.82%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	11.11%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Fast Forward High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	4.27%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.00%	YES	25.62%	YES

#	Indicator	Fast Forward High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.59%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Fast Forward High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Fast Forward High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	93.75%	YES	78.56%	YES
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%	1.86%	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%	1.00%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Fast Forward High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Fast Forward High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	11.11%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	55.56%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	81.48%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Franklin Discovery Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	82.61%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	82.61%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	32.00%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	26.53%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	82.83%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.01%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.68%	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%	1.66%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Freedom Preparatory Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	83.87%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.96%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	83.87%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	82.61%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	23.08%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	5.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	15.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	18.38%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	35.77%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	56.76%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	31.57%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	21.85%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	27.27%	NO	25.62%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	91.56%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.33%	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%	2.44%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	66.67%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Garfield District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	80.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	20.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.67%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	10.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	11.11%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	10.00%	YES	3.19%	YES

#	Indicator	Garfield District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	19.54%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	17.18%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	28.36%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	38.60%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	15.81%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	14.00%	YES	25.62%	YES

#	Indicator	Garfield District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	85.71%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.59%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	0.00%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	100.00%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Garfield District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Garfield District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	68.89%	NO	78.56%	YES
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%	0.93%	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%	0.63%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Garfield District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Garfield District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	25.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	75.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Gateway Preparatory Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	79.17%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	79.17%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	5.88%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	16.67%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	19.98%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	22.86%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	29.31%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	16.66%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.40%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	5.60%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.92%	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%	0.45%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
George Washington Academy
FFY 2020**

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	50.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	50.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	George Washington Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	4.26%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	15.65%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	George Washington Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	82.61%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.70%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	George Washington Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	George Washington Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	87.50%	YES	78.56%	YES
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%	1.16%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	George Washington Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	George Washington Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Good Foundations Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	32.76%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	37.93%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.52%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	10.39%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.01%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Grand District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	63.64%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	27.27%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.83%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	70.83%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.83%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	72.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	17.39%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	17.39%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Grand District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	100.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	100.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	13.68%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	38.18%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	45.68%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.44%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.61%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	20.73%	YES	25.62%	YES

#	Indicator	Grand District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	46.26%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	9.25%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.44%	YES	2.68%	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.	46.86%	77.27%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	22.73%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Grand District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	92.31%	YES	91.49%	YES
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.	55.80%	80.00%	YES	57.83%	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.	88.41%	80.00%	NO	92.26%	YES
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.	48.48%	33.33%	NO	49.86%	YES
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.	89.86%	75.00%	NO	92.23%	YES
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.	66.44%	73.33%	YES	68.44%	YES

#	Indicator	Grand District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	54.55%	NO	78.56%	YES
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%	2.41%	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%	3.12%	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.	100.00%	100.00%	YES	97.44%	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%	60.00%	NO	95.76%	NO

#	Indicator	Grand District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Grand District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	66.67%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	66.67%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Granite District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	59.90%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	37.35%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.90%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	78.68%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	60.11%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.80%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	78.65%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	62.15%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	9.48%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	4.07%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	3.78%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	14.55%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	2.79%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.99%	NO	3.19%	YES

#	Indicator	Granite District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	8.57%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	18.18%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	12.12%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	17.30%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	28.21%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.29%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	17.28%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	20.75%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	18.02%	YES	25.62%	YES

#	Indicator	Granite District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.07%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	60.23%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	9.82%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	5.06%	NO	2.68%	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.	46.86%	67.41%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	32.44%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.15%	YES	0.31%	YES

#	Indicator	Granite District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	91.48%	YES	91.49%	YES
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.	55.80%	44.22%	NO	57.83%	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.	88.41%	88.04%	NO	92.26%	YES
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.	48.48%	45.21%	NO	49.86%	YES
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.	89.86%	89.45%	NO	92.23%	YES
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.	66.44%	55.45%	NO	68.44%	YES

#	Indicator	Granite District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	100.00%	YES	78.56%	YES
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%	1.63%	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%	2.52%	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.	100.00%	91.67%	NO	97.44%	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%	85.98%	NO	95.76%	NO

#	Indicator	Granite District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	41.46%	NO	67.17%	NO

#	Indicator	Granite District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	10.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	55.22%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	76.96%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Greenwood Charter School FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	42.86%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	6.98%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	7.14%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	9.30%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	20.83%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	98.46%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.54%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	71.43%	NO	78.56%	YES
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%	1.10%	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%	1.95%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Greenwood Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Guadalupe School FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Guadalupe School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	10.71%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	10.34%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Guadalupe School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.31%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Guadalupe School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Guadalupe School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	100.00%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Guadalupe School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Guadalupe School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Hawthorn Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	96.43%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	25.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	25.93%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	8.33%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.11%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.59%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	42.11%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.64%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.58%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.27%	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%	1.96%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Highmark Charter School FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	9.09%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	9.09%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	10.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	35.35%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	32.81%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	55.72%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	20.30%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	97.65%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.18%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.60%	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%	0.62%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	90.00%	NO	67.17%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Ignite Entrepreneurship Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	7.69%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	14.29%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	14.29%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	11.92%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	17.85%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.57%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	17.85%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	95.89%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.37%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.98%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Intech Collegiate Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	75.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	25.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	75.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	50.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	50.00%	YES	3.19%	YES

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	70.59%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	4.41%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.47%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	3.13%	YES	25.62%	YES

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	10.00%	NO	67.17%	NO

#	Indicator	Intech Collegiate Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	25.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Iron District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	82.98%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	15.96%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.21%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.76%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	69.14%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.21%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.76%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	72.50%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	8.82%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	7.69%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	8.16%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	10.29%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.77%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Iron District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	57.14%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	71.43%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	28.57%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	71.43%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	27.98%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.89%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	39.57%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	40.84%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	32.75%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	23.74%	YES	25.62%	YES

#	Indicator	Iron District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.29%	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%	0.69%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.64%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	6.39%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	2.83%	NO	2.68%	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.	46.86%	71.11%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	28.33%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Iron District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	92.86%	YES	91.49%	YES
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.	55.80%	67.47%	YES	57.83%	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.	88.41%	88.75%	YES	92.26%	YES
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.	48.48%	57.83%	YES	49.86%	YES
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.	89.86%	98.51%	YES	92.23%	YES
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.	66.44%	83.13%	YES	68.44%	YES

#	Indicator	Iron District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	80.00%	YES	78.56%	YES
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%	2.39%	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%	2.40%	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.	100.00%	100.00%	YES	97.44%	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%	94.44%	NO	95.76%	NO

#	Indicator	Iron District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	45.83%	NO	67.17%	NO

#	Indicator	Iron District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	20.41%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	75.51%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	91.84%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Itineris Early College High FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	76.14%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	51.16%	NO	25.62%	YES

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	100.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Jefferson Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	7.69%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	7.69%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	36.47%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	27.37%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	78.41%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	5.68%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	85.00%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
John Hancock Charter School
FFY 2020**

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	25.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	50.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	22.62%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	80.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.43%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	20.00%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	93.33%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	3.33%	NO	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	78.95%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Jordan District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	76.46%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	18.73%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	89.23%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	77.56%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.49%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.62%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	76.85%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	67.51%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	18.05%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	9.25%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	8.18%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	24.30%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	4.65%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	3.16%	NO	3.19%	YES

#	Indicator	Jordan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	14.63%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	14.29%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	8.11%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	20.56%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	33.43%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	38.05%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.22%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.52%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	21.67%	YES	25.62%	YES

#	Indicator	Jordan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.16%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	70.45%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.74%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	5.78%	NO	2.68%	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.	46.86%	81.15%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	5.49%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.50%	NO	0.31%	YES

#	Indicator	Jordan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	85.50%	NO	91.49%	YES
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.	55.80%	57.96%	YES	57.83%	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.	88.41%	88.66%	YES	92.26%	YES
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.	48.48%	53.73%	YES	49.86%	YES
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.	89.86%	87.76%	NO	92.23%	YES
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.	66.44%	73.38%	YES	68.44%	YES

#	Indicator	Jordan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	83.78%	YES	78.56%	YES
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%	1.88%	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%	3.12%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Jordan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Jordan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	17.42%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	66.67%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	84.85%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Juab District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.43%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	8.33%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	4.35%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	11.11%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	16.67%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Juab District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	20.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	30.26%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	36.88%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	32.53%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	26.03%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	32.70%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	29.94%	NO	25.62%	YES

#	Indicator	Juab District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	85.33%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.68%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.30%	YES	2.68%	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.	46.86%	86.67%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Juab District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	89.47%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	84.21%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	89.47%	YES	68.44%	YES

#	Indicator	Juab District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	2.45%	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%	2.45%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Juab District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Juab District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	50.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	91.67%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	91.67%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Kane District FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	23.08%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	12.50%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	38.46%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	24.11%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	39.39%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	56.67%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.34%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	61.54%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	39.77%	NO	25.62%	YES

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.04%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.05%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.68%	YES	2.68%	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.	46.86%	80.65%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	75.00%	NO	91.49%	YES
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.	55.80%	75.00%	YES	57.83%	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.	88.41%	75.00%	NO	92.26%	YES
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.	48.48%	25.00%	NO	49.86%	YES
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.	89.86%	75.00%	NO	92.23%	YES
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.	66.44%	75.00%	YES	68.44%	YES

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.80%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	90.00%	NO	67.17%	NO

#	Indicator	Kane District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	25.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
Karl G. Maeser Preparatory Academy
FFY 2020**

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	91.67%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	8.33%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	42.86%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	14.29%	YES	3.19%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	60.24%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	33.20%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	18.67%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	47.47%	NO	25.62%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	79.49%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	77.78%	NO	78.56%	YES
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%	0.91%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	87.50%	NO	67.17%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	90.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	90.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Lakeview Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	27.27%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	37.50%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	27.27%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	6.80%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	7.95%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	15.59%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	46.05%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.89%	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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	85.96%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	7.02%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.72%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	16.67%	NO	67.17%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Leadership Academy of Utah FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	50.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	81.82%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	75.00%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	27.27%	NO	25.62%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	90.91%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	100.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Leadership Learning Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	3.70%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	7.41%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	18.73%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	9.41%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	76.38%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.72%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	86.36%	YES	78.56%	YES
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%	1.61%	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%	1.49%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Legacy Preparatory Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	58.33%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	41.67%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	-3.38%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.11%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	15.47%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	24.64%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	61.18%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.61%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.34%	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%	2.48%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Lincoln Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	57.14%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	57.14%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	12.60%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	57.30%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	16.89%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	41.38%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.95%	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%	1.12%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	75.49%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.96%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	84.00%	YES	78.56%	YES
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%	1.44%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Logan City District FFY 2020

Publication Date: April 13, 2022

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 City District APR Determination: Needs Intervention

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	52.63%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	42.11%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.39%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	92.31%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	82.35%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	67.35%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	92.31%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	17.07%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	3.23%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	30.95%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	3.13%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	50.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	25.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.72%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	40.90%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	42.45%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	11.40%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	34.08%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	23.51%	YES	25.62%	YES

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.43%	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%	0.72%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	81.49%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	10.13%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	43.14%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	44.12%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	95.65%	YES	91.49%	YES
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.	55.80%	57.97%	YES	57.83%	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.	88.41%	98.55%	YES	92.26%	YES
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.	48.48%	50.72%	YES	49.86%	YES
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.	89.86%	97.06%	YES	92.23%	YES
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.	66.44%	69.57%	YES	68.44%	YES

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	2.26%	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%	3.88%	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.	100.00%	100.00%	YES	97.44%	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%	96.67%	NO	95.76%	NO

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Logan City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	16.67%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	83.33%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Lumen Scholar Institute FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	55.56%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	55.56%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	25.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	28.57%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	20.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	26.09%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	56.67%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	30.81%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	6.09%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	28.57%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	39.29%	NO	25.62%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	98.53%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.47%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	100.00%	YES	78.56%	YES
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%	0.78%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	33.33%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	33.33%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	66.67%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Mana Academy Charter School FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.67%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	12.50%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	20.00%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	20.00%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	0.00%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.00%	YES	25.62%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	100.00%	YES	78.56%	YES
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%	0.29%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
Maria Montessori Academy
FFY 2020**

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	23.26%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	25.00%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	9.52%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	10.53%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	75.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.69%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	78.26%	NO	78.56%	YES
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%	1.05%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Merit College Preparatory Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	84.62%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	7.69%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	23.08%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	7.69%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	66.67%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	66.67%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	13.28%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	33.22%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	14.04%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	11.90%	YES	25.62%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	1.16%	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%	1.64%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	79.27%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.32%	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%	2.36%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	50.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	88.89%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Millard District FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	95.83%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	97.62%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	81.48%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	97.62%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	85.19%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	13.16%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	13.16%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	4.76%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	66.67%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	50.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	33.33%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	66.67%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	50.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	32.29%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	47.24%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	44.55%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	39.95%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	46.00%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	20.81%	YES	25.62%	YES

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	71.85%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.73%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	57.89%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	52.63%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	73.68%	YES	68.44%	YES

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.54%	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%	2.01%	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.	100.00%	NA	NA	97.44%	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%	YES	95.76%	NO

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Millard District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	27.27%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	90.91%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Moab Charter School FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	20.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.38%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	3.08%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	93.75%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	80.00%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Moab Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Monticello Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.31%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	84.62%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	23.08%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	8.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	23.08%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	18.18%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Monticello Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	3.59%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	18.54%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	3.29%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	16.67%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Monticello Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Monticello Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Monticello Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.31%	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%	2.64%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Monticello Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Monticello Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Morgan District FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	77.78%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	16.67%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.29%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.29%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	18.18%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	14.29%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	7.14%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	33.33%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	9.52%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	7.14%	YES	3.19%	YES

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	28.04%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	34.76%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	40.99%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	31.11%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	42.19%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	30.51%	NO	25.62%	YES

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	77.29%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.05%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	69.23%	YES	57.83%	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.	88.41%	84.62%	NO	92.26%	YES
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.	48.48%	38.46%	NO	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	76.92%	YES	68.44%	YES

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	75.86%	NO	78.56%	YES
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%	1.77%	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%	1.71%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Morgan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	55.56%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	88.89%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Mountain Heights Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	71.43%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	21.43%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	47.22%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	30.77%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	41.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	30.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	11.76%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	25.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	35.78%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	30.56%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	28.57%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	17.65%	YES	25.62%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	83.52%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.75%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	90.70%	YES	78.56%	YES
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%	1.20%	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%	1.97%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	11.11%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	66.67%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	88.89%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Mountain Sunrise Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	35.29%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	33.33%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	79.17%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.33%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Mountain View Montessori FFY 2020

Publication Date: April 13, 2022

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 View Montessori APR Determination: Needs Intervention

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	14.29%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	29.17%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	6.54%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	95.56%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	2.22%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.94%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Mountain West Montessori Academy FFY 2020

Publication Date: April 13, 2022

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 Montessori Academy APR Determination: Needs Assistance

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	18.18%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	18.18%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	12.77%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	8.57%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.41%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	35.71%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.13%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.35%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	86.67%	YES	78.56%	YES
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%	1.07%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Mountainville Academy FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	30.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	27.27%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	7.68%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	21.38%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	11.30%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	35.71%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.33%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	87.50%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Murray District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	47.06%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	42.65%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.26%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	72.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	87.30%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.26%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	65.33%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	90.32%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	10.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	9.80%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	7.84%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	15.38%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	10.87%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	1.92%	NO	3.19%	YES

#	Indicator	Murray District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	25.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.53%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	31.67%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.59%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.50%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	25.92%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	27.33%	NO	25.62%	YES

#	Indicator	Murray District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.19%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	83.92%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.91%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Murray District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	95.00%	YES	91.49%	YES
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.	55.80%	45.45%	NO	57.83%	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.	88.41%	95.24%	YES	92.26%	YES
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.	48.48%	40.91%	NO	49.86%	YES
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.	89.86%	94.12%	YES	92.23%	YES
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.	66.44%	72.73%	YES	68.44%	YES

#	Indicator	Murray District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.48%	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%	1.97%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Murray District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	70.00%	NO	67.17%	NO

#	Indicator	Murray District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	4.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	56.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	76.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Navigator Pointe Academy FFY 2020

Publication Date: April 13, 2022

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 Substantial Intervention

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	0.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	100.00%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	70.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	70.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	14.29%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	24.84%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	70.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	41.30%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	45.00%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	50.09%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	18.18%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.23%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Nebo District FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	75.10%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	18.29%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.35%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	85.02%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.30%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.36%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.80%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	72.76%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	13.85%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	9.78%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	10.32%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	22.38%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.48%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	1.78%	NO	3.19%	YES

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	13.04%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	31.58%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	30.77%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	17.39%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	11.54%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	22.41%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	29.64%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.96%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.46%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	25.23%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	27.35%	NO	25.62%	YES

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.13%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	70.82%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	12.40%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.15%	YES	2.68%	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.	46.86%	16.02%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	59.23%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	92.74%	YES	91.49%	YES
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.	55.80%	66.03%	YES	57.83%	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.	88.41%	92.83%	YES	92.26%	YES
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.	48.48%	58.40%	YES	49.86%	YES
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.	89.86%	93.85%	YES	92.23%	YES
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.	66.44%	67.94%	YES	68.44%	YES

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.95%	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%	2.61%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Nebo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	18.42%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	75.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	88.16%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
No. UT. Acad. for Math Engineering & Science
FFY 2020**

Publication Date: April 13, 2022

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.

No. UT. Acad. for Math Engineering & Science APR Determination: Needs Intervention

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	82.35%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	82.35%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	28.57%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	21.43%	YES	3.19%	YES

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	45.56%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	36.18%	NO	25.62%	YES

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	87.04%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.85%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.81%	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%	45.00%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	90.00%	NO	67.17%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	50.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	50.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
Noah Webster Academy
FFY 2020**

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	28.57%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	28.57%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	11.14%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	9.67%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.36%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.13%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	87.50%	YES	78.56%	YES
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%	1.79%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
North Davis Preparatory Academy
FFY 2020**

Publication Date: April 13, 2022

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 Intervention

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	0.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	100.00%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	14.29%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	22.47%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	33.33%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	12.68%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	18.52%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	95.33%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	73.08%	NO	78.56%	YES
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%	1.49%	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%	1.61%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan North Sanpete District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	47.06%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	29.41%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	73.91%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.67%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	23.08%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	11.11%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	23.33%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	7.69%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	5.88%	YES	3.19%	YES

#	Indicator	North Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	18.24%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	30.41%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	32.06%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	9.81%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	35.91%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	21.15%	YES	25.62%	YES

#	Indicator	North Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.32%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	5.81%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	North Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	50.00%	NO	57.83%	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.	88.41%	87.50%	NO	92.26%	YES
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.	48.48%	37.50%	NO	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	75.00%	YES	68.44%	YES

#	Indicator	North Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	87.50%	YES	78.56%	YES
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%	1.12%	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%	1.78%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	North Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	North Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	20.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	60.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	90.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan North Star Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	50.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	25.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	North Star Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.38%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	53.45%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	40.38%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	57.14%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	North Star Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.77%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	North Star Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	North Star Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	76.19%	NO	78.56%	YES
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%	0.39%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	North Star Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	North Star Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan North Summit District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	57.14%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	25.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	50.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	57.14%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	50.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	North Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	-6.51%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	26.81%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	10.00%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	3.62%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	4.22%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	73.02%	NO	25.62%	YES

#	Indicator	North Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.24%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.63%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	North Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	North Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	67.86%	NO	78.56%	YES
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%	0.99%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	North Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	North Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	22.22%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	88.89%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Odyssey Charter School FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	25.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	25.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	18.14%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	29.90%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	43.18%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Ogden City District FFY 2020

Publication Date: April 13, 2022

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 City District APR Determination: Needs Intervention

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	56.72%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	35.82%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.58%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.25%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.96%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.66%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.02%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.48%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	7.27%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	1.39%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	14.44%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	1.72%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	1.41%	NO	3.19%	YES

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	36.36%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	35.71%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	52.94%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	81.82%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	7.14%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	17.65%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	13.36%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	18.87%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	30.27%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	15.79%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	15.71%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	10.94%	YES	25.62%	YES

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.07%	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%	0.17%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	53.40%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	20.25%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	0.00%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	62.24%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	1.02%	NO	0.31%	YES

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	93.33%	YES	91.49%	YES
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.	55.80%	63.46%	YES	57.83%	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.	88.41%	93.88%	YES	92.26%	YES
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.	48.48%	46.15%	NO	49.86%	YES
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.	89.86%	97.44%	YES	92.23%	YES
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.	66.44%	80.77%	YES	68.44%	YES

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.76%	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%	2.85%	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.	100.00%	82.35%	NO	97.44%	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%	93.75%	NO	95.76%	NO

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	23.08%	NO	67.17%	NO

#	Indicator	Ogden City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	7.46%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	43.28%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	56.72%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Ogden Preparatory Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	7.14%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	14.29%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	33.33%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	66.67%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	100.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	12.40%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	14.74%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	4.31%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	4.26%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.78%	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%	2.13%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	82.31%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	7.69%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.77%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.51%	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%	1.66%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Open Classroom FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	20.00%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	10.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.14%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	21.05%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	20.56%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	21.05%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	48.21%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.79%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.97%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Open Classroom Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Pacific Heritage Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	12.50%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	10.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	12.50%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	8.33%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	25.74%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	-1.67%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	5.15%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	2.02%	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%	0.90%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Paradigm High School FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	81.82%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	18.18%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	40.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	40.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	25.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	52.38%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	34.52%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	16.67%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	22.50%	YES	25.62%	YES

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	90.48%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	81.25%	YES	78.56%	YES
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%	1.14%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Paradigm High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	27.78%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	83.33%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	83.33%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Park City District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	66.67%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	2.78%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.89%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	64.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	95.83%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	91.67%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	15.63%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	21.88%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	5.56%	YES	3.19%	YES

#	Indicator	Park City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	50.00%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	50.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	50.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	50.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	31.14%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	21.16%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	57.75%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	34.60%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	15.17%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	33.45%	NO	25.62%	YES

#	Indicator	Park City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	81.85%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.31%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.33%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Park City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	75.00%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	66.67%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	91.67%	YES	68.44%	YES

#	Indicator	Park City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.87%	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%	2.92%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Park City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Park City District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	23.53%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	64.71%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	76.47%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Pinnacle Canyon Academy FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	57.14%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	57.14%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	12.50%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	19.23%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	19.44%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	20.83%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	11.54%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	2.70%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	2.94%	YES	25.62%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.72%	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%	0.90%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	99.29%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.71%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.60%	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%	2.08%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	33.33%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	66.67%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Piute District FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	100.00%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	33.33%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	40.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	46.88%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	33.33%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	33.33%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	25.00%	YES	25.62%	YES

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	98.08%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	66.67%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.92%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Piute District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	100.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Promontory School of Expeditionary Learning FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	14.29%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	7.14%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	16.67%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	7.14%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.18%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	19.69%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	2.25%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	9.93%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	88.46%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	65.00%	NO	78.56%	YES
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%	0.76%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Providence Hall FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	95.45%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	4.55%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.12%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.32%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	82.76%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.12%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	93.33%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	82.76%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	6.67%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	7.41%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	16.67%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	20.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	4.35%	YES	3.19%	YES

#	Indicator	Providence Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.93%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	29.95%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	23.47%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	10.82%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.09%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	14.73%	YES	25.62%	YES

#	Indicator	Providence Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.66%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.82%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Providence Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Providence Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	75.61%	NO	78.56%	YES
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%	1.65%	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%	2.00%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Providence Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Providence Hall Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	0.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Provo District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	68.57%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	13.33%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.14%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	84.13%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	63.46%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.14%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	84.38%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	55.14%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	15.75%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	4.35%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	13.11%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	18.90%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.32%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Provo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	40.00%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	14.29%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	40.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	24.90%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	41.60%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	41.24%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	26.63%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	22.19%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	26.72%	NO	25.62%	YES

#	Indicator	Provo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	71.18%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	11.39%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.13%	YES	2.68%	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.	46.86%	68.60%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	18.18%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Provo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	86.49%	NO	91.49%	YES
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.	55.80%	55.81%	YES	57.83%	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.	88.41%	92.31%	YES	92.26%	YES
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.	48.48%	53.49%	YES	49.86%	YES
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.	89.86%	89.19%	NO	92.23%	YES
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.	66.44%	74.42%	YES	68.44%	YES

#	Indicator	Provo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	76.12%	NO	78.56%	YES
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%	2.11%	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%	2.59%	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.	100.00%	94.59%	NO	97.44%	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	95.76%	NO

#	Indicator	Provo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	29.17%	NO	67.17%	NO

#	Indicator	Provo District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	12.90%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	48.39%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	87.10%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Quest Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	64.71%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	64.71%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	10.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	30.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	49.79%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	46.84%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	43.47%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	36.71%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	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%	1.04%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	83.49%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	9.17%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.11%	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%	1.47%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	28.57%	NO	67.17%	NO

#	Indicator	Quest Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Ranches Academy FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	28.57%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	53.85%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	46.43%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	83.64%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	12.73%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.82%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	83.33%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Ranches Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Reagan Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	21.43%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	12.50%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	21.43%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	12.50%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Reagan Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	27.18%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	45.99%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.85%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	25.24%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Reagan Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.31%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.28%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Reagan Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Reagan Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	85.29%	YES	78.56%	YES
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%	1.41%	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%	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.	100.00%	75.00%	NO	97.44%	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	95.76%	NO

#	Indicator	Reagan Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Reagan Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Real Salt Lake Academy FFY 2020

Publication Date: April 13, 2022

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 APR Determination: Needs Intervention

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	88.89%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	11.11%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	16.67%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	11.24%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	4.94%	YES	25.62%	YES

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	86.21%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	50.00%	NO	78.56%	YES
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%	1.76%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Real Salt Lake Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	37.50%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	75.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Renaissance Academy FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	33.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	20.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	35.42%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	27.28%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	17.89%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	54.55%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	64.29%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.34%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Rich District FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	50.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	50.00%	YES	3.19%	YES

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	100.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	58.62%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	55.88%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	-6.00%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	55.17%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	64.71%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	-20.83%	NO	25.62%	YES

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	81.82%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.90%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	85.71%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	85.71%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	100.00%	YES	68.44%	YES

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Rich District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	100.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Rockwell Charter High School FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	37.50%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	20.00%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	9.52%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	0.00%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	6.25%	YES	25.62%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	93.10%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.72%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	47.06%	NO	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	28.57%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	85.71%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	92.86%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Roots Charter High School FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	83.33%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	16.67%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	52.63%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	52.63%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	11.11%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	15.81%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.00%	YES	25.62%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	84.21%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	86.67%	YES	78.56%	YES
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%	1.45%	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%	1.48%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	44.44%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	77.78%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Arts Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.91%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	81.82%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	10.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.22%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	56.18%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	82.50%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.53%	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%	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.	100.00%	75.00%	NO	97.44%	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	95.76%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Center For Science Education FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	10.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	21.07%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	28.10%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	19.64%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	14.29%	YES	25.62%	YES

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.16%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	62.50%	NO	78.56%	YES
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%	1.33%	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%	2.03%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Salt Lake Center For Science Education Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	25.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	75.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	75.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	66.39%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	31.95%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	95.14%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.88%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	44.31%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	94.74%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	84.35%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	35.40%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	11.26%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	5.49%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	14.48%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	3.47%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	2.50%	NO	3.19%	YES

#	Indicator	Salt Lake District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	28.57%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	6.25%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	15.38%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	23.51%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	28.82%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	46.83%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	22.94%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	23.80%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	14.82%	YES	25.62%	YES

#	Indicator	Salt Lake District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.07%	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%	0.09%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	63.08%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	18.87%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.32%	YES	2.68%	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.	46.86%	68.75%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	15.63%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	1.56%	NO	0.31%	YES

#	Indicator	Salt Lake District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	81.16%	NO	91.49%	YES
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.	55.80%	28.17%	NO	57.83%	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.	88.41%	88.57%	YES	92.26%	YES
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.	48.48%	30.99%	NO	49.86%	YES
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.	89.86%	79.10%	NO	92.23%	YES
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.	66.44%	40.85%	NO	68.44%	YES

#	Indicator	Salt Lake District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.98%	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%	3.27%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Salt Lake District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Salt Lake District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	8.33%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	62.50%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	87.50%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake School For The Performing Arts FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	57.14%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	42.86%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	57.14%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	71.43%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	50.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Salt Lake School For The Performing Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	8.82%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	14.71%	YES	25.62%	YES

#	Indicator	Salt Lake School For The Performing Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Salt Lake School For The Performing Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Salt Lake School For The Performing Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	71.43%	NO	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Salt Lake School For The Performing Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Salt Lake School For The Performing Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	50.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	50.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan San Juan District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	92.50%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	7.50%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	44.12%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	33.33%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	26.47%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	44.12%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	36.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	23.53%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	7.14%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	7.14%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	San Juan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	26.79%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	46.28%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	50.40%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	46.43%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	47.97%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	34.92%	NO	25.62%	YES

#	Indicator	San Juan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.71%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	75.62%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.20%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.25%	YES	2.68%	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.	46.86%	70.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	30.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	San Juan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	84.21%	NO	91.49%	YES
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.	55.80%	57.89%	YES	57.83%	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.	88.41%	88.89%	YES	92.26%	YES
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.	48.48%	31.58%	NO	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	57.89%	NO	68.44%	YES

#	Indicator	San Juan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	68.97%	NO	78.56%	YES
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%	2.42%	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%	2.80%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	San Juan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	San Juan District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	16.67%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	61.11%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	88.89%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Scholar Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	11.11%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	28.95%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	37.25%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	29.33%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	24.18%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	88.89%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	75.00%	NO	78.56%	YES
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%	1.12%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Scholar Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Sevier District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	72.09%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	18.60%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.49%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	95.35%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	81.08%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.49%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	95.35%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.78%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	12.20%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	2.63%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	10.34%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	17.07%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.26%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	3.33%	YES	3.19%	YES

#	Indicator	Sevier District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	50.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	100.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	30.40%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	38.02%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	31.38%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	38.98%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	33.82%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	28.06%	NO	25.62%	YES

#	Indicator	Sevier District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	86.26%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.68%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	68.97%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	31.03%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Sevier District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	94.12%	YES	57.83%	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.	88.41%	97.06%	YES	92.26%	YES
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.	48.48%	73.53%	YES	49.86%	YES
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.	89.86%	100.00%	YES	92.23%	YES
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.	66.44%	97.06%	YES	68.44%	YES

#	Indicator	Sevier District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	90.00%	YES	78.56%	YES
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%	1.45%	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%	2.09%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Sevier District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Sevier District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	31.82%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	77.27%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	86.36%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Soldier Hollow Charter School FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	12.50%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	12.50%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	20.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	38.85%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	48.75%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	46.96%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	30.00%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan South Sanpete District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	56.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	16.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.18%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.49%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.18%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.49%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	28.13%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	10.34%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	40.63%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	10.34%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	South Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	50.00%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	66.67%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	50.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	10.40%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	31.66%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	41.33%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	10.89%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	32.23%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	27.88%	NO	25.62%	YES

#	Indicator	South Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	81.39%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.02%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.12%	YES	2.68%	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.	46.86%	35.94%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	62.50%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	1.56%	NO	0.31%	YES

#	Indicator	South Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	100.00%	YES	91.49%	YES
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.	55.80%	53.85%	NO	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	34.62%	NO	49.86%	YES
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.	89.86%	88.00%	NO	92.23%	YES
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.	66.44%	65.38%	NO	68.44%	YES

#	Indicator	South Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.37%	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%	1.43%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	South Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	90.00%	NO	67.17%	NO

#	Indicator	South Sanpete District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	14.29%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	42.86%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	57.14%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan South Summit District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	86.67%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	44.44%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	86.67%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	South Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	50.00%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	50.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	33.58%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	50.72%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	52.59%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	44.78%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	55.47%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	21.77%	YES	25.62%	YES

#	Indicator	South Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	91.79%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	5.22%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	South Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	South Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.33%	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%	2.66%	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.	100.00%	100.00%	YES	97.44%	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%	83.33%	NO	95.76%	NO

#	Indicator	South Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	South Summit District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	25.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Spectrum Academy FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	79.22%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	5.19%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.06%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	82.14%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	73.68%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.06%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	81.25%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.22%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	8.20%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	14.67%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	25.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	9.84%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	13.51%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	6.85%	YES	3.19%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	30.77%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	35.29%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	41.67%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	61.54%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	5.88%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	8.33%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	6.87%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	7.42%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	4.11%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	3.67%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	2.96%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.65%	YES	25.62%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	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%	0.30%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	63.15%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	14.61%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	8.46%	NO	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	76.32%	NO	78.56%	YES
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%	1.21%	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%	1.57%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	24.62%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	67.69%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	81.54%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan St. George Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	66.67%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	33.33%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	33.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	80.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	33.33%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	20.00%	YES	3.19%	YES

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	33.33%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	9.91%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	-18.89%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	4.51%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	14.29%	YES	25.62%	YES

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	96.72%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	St. George Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Success Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Substantial Intervention

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	73.40%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	68.29%	NO	25.62%	YES

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Success Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Summit Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	13.89%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	8.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	22.22%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	4.17%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Summit Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	30.55%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	44.47%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	29.63%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	46.46%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Summit Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	84.91%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.51%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Summit Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Summit Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	68.42%	NO	78.56%	YES
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%	1.41%	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%	2.77%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Summit Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Summit Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Summit Academy High School FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	92.31%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	7.69%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	20.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	40.23%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	34.88%	NO	25.62%	YES

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	1.37%	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%	1.79%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	75.32%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.08%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Summit Academy High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	69.23%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Syracuse Arts Academy FFY 2020

Publication Date: April 13, 2022

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 Assistance

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	96.97%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.67%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	96.97%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.67%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	32.26%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	3.45%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	45.16%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	10.34%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.72%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	43.36%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	17.27%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	44.66%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	76.19%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.17%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	86.84%	YES	78.56%	YES
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%	1.12%	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%	1.23%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Terra Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	60.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	28.57%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	14.29%	YES	3.19%	YES

#	Indicator	Terra Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	100.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	100.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	27.27%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	15.91%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	9.21%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	31.82%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	7.14%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	-0.96%	YES	25.62%	YES

#	Indicator	Terra Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	80.70%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	9.65%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Terra Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Terra Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	72.00%	NO	78.56%	YES
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%	0.85%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Terra Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Terra Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	0.00%	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	0.00%	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan The Center for Creativity, Innovation & Discovery FFY 2020

Publication Date: April 13, 2022

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 & Discovery APR Determination: Needs Intervention

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	78.95%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	78.95%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	6.67%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	28.57%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	20.41%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	30.89%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	14.58%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	41.67%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	77.78%	NO	78.56%	YES
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%	0.62%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan

Thomas Edison

FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.63%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.15%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	90.63%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	96.15%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	31.03%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	33.33%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	34.48%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	33.33%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	4.62%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	27.69%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.11%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	17.52%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	60.41%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	7.76%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.34%	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%	2.64%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Thomas Edison Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Timpanogos Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	53.33%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	12.50%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	32.76%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	44.64%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	77.92%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.90%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.44%	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%	1.09%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Tintic District FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	50.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	25.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	25.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	100.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	100.00%	YES	3.19%	YES

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	42.86%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	35.29%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	-42.86%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	42.86%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	11.76%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	-57.14%	NO	25.62%	YES

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	100.00%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	77.78%	NO	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Tintic District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	0.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Tooele District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	67.50%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	28.13%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	73.30%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	73.91%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.60%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	72.33%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	71.60%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	82.40%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	7.97%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	6.60%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	7.14%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	13.97%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	5.83%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	2.22%	NO	3.19%	YES

#	Indicator	Tooele District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	53.85%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	30.77%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	23.08%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.74%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	27.10%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	33.11%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	19.33%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	30.33%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	22.55%	YES	25.62%	YES

#	Indicator	Tooele District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.32%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	76.38%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.12%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.56%	YES	2.68%	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.	46.86%	58.39%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	14.09%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.67%	NO	0.31%	YES

#	Indicator	Tooele District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	94.00%	YES	91.49%	YES
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.	55.80%	44.64%	NO	57.83%	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.	88.41%	91.67%	YES	92.26%	YES
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.	48.48%	53.57%	YES	49.86%	YES
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.	89.86%	80.43%	NO	92.23%	YES
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.	66.44%	58.93%	NO	68.44%	YES

#	Indicator	Tooele District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	70.15%	NO	78.56%	YES
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%	1.95%	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%	2.50%	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.	100.00%	NA	NA	97.44%	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%	61.90%	NO	95.76%	NO

#	Indicator	Tooele District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Tooele District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	15.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	74.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	82.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Treeside Charter FFY 2020

Publication Date: April 13, 2022

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 APR Determination: Needs Intervention

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.71%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	11.43%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	84.38%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	6.25%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	65.00%	NO	78.56%	YES
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%	1.07%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Treeside Charter Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Uintah District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	61.82%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	30.91%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.11%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.22%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	81.54%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	69.05%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	6.76%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	2.04%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	4.35%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	10.67%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	8.70%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Uintah District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	12.50%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	28.57%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	60.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	37.50%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	14.29%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	20.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	21.57%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	38.51%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	30.90%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	25.01%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.86%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	17.63%	YES	25.62%	YES

#	Indicator	Uintah District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.22%	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%	0.68%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	78.87%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	11.04%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	4.17%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	80.83%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Uintah District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	98.44%	YES	91.49%	YES
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.	55.80%	65.67%	YES	57.83%	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.	88.41%	100.00%	YES	92.26%	YES
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.	48.48%	59.70%	YES	49.86%	YES
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.	89.86%	98.18%	YES	92.23%	YES
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.	66.44%	86.57%	YES	68.44%	YES

#	Indicator	Uintah District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	69.23%	NO	78.56%	YES
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%	1.91%	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%	2.22%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Uintah District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Uintah District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	19.35%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	58.06%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	80.65%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Uintah River High FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	0.00%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.00%	YES	25.62%	YES

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	85.71%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	62.50%	NO	67.17%	NO

#	Indicator	Uintah River High Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	0.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	0.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah Arts Academy FFY 2020

Publication Date: April 13, 2022

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 Arts Academy APR Determination: NA

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	NA	NA	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	NA	NA	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	NA	NA	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah Career Path High School FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	73.33%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	26.67%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	85.71%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	20.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	20.00%	YES	3.19%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	100.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	26.43%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	-5.19%	NO	25.62%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	97.83%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	40.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	40.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	40.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah Connections Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	50.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	50.00%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	46.15%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	45.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	22.22%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	46.15%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	45.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	22.22%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.67%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	12.50%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	16.67%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.24%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	30.54%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	30.30%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.33%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	10.53%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	8.33%	YES	25.62%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.26%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.26%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	0.94%	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%	1.53%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	12.50%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	37.50%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	87.50%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah County Academy Of Science FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	66.67%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	100.00%	YES	3.19%	YES

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	17.66%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	-33.82%	NO	25.62%	YES

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	87.50%	NO	67.17%	NO

#	Indicator	Utah County Academy Of Science Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	100.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah International Charter School FFY 2020

Publication Date: April 13, 2022

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 Substantial Intervention

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	0.00%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	100.00%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	100.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	6.67%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	0.00%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	0.00%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	0.00%	YES	25.62%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	50.00%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	0.00%	NO	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	0.00%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah Military Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	57.14%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	42.86%	NO	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.33%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	84.62%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	80.56%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	88.46%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	6.67%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	4.55%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	3.45%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	4.35%	YES	3.19%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	14.35%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	27.27%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	10.74%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	8.86%	YES	25.62%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	2.70%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	78.57%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	3.30%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.31%	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%	1.06%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	12.50%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	75.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah Schools for Deaf & Blind FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	84.62%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	70.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	70.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	0.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	0.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	50.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	14.29%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	0.00%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	14.29%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	0.00%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	NA	NA	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	NA	NA	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	NA	NA	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	94.12%	YES	91.49%	YES
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.	55.80%	59.09%	YES	57.83%	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.	88.41%	90.70%	YES	92.26%	YES
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.	48.48%	43.18%	NO	49.86%	YES
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.	89.86%	94.29%	YES	92.23%	YES
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.	66.44%	75.00%	YES	68.44%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.12%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	37.50%	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	37.50%	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	87.50%	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Utah Virtual Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	83.72%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	11.63%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	40.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	28.85%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	29.63%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	40.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	28.85%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	29.63%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	9.09%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	21.43%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	12.50%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	18.18%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	14.29%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	100.00%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	100.00%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	100.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	11.15%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	19.34%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	36.01%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	0.64%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	10.91%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	12.12%	YES	25.62%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	73.92%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	7.45%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.65%	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%	2.08%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	37.04%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	59.26%	NO	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	70.37%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Valley Academy FFY 2020

Publication Date: April 13, 2022

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: Needs Assistance

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	8.33%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	8.33%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	26.29%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	39.13%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	35.90%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	4.55%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.10%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Valley Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Vanguard Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	20.00%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	40.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	100.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	100.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	26.84%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.18%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	33.42%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	45.57%	NO	25.62%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	86.36%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	92.86%	YES	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Venture Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	92.86%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	80.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	16.67%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	8.33%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	9.09%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Venture Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	50.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	66.67%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	50.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	33.33%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	12.74%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	35.42%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	38.05%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	11.11%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	13.83%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	13.89%	YES	25.62%	YES

#	Indicator	Venture Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	92.74%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.81%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Venture Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Venture Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	71.43%	NO	78.56%	YES
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%	0.95%	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%	0.83%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Venture Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Venture Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	25.00%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	66.67%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	75.00%	NO	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Vista School FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	81.82%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	81.82%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	33.33%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	11.11%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	20.14%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	63.55%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	22.55%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	55.14%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	93.48%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	1.09%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.40%	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%	1.88%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Vista School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Voyage Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	93.75%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	12.50%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	13.33%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Voyage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	16.07%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	28.78%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Voyage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Voyage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Voyage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.20%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Voyage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Voyage Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

**Annual Performance Report on Utah's State Performance Plan
Walden School Of Liberal Arts
FFY 2020**

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	80.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	20.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.89%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	90.00%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	62.50%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	37.50%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	11.11%	YES	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	50.00%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	25.00%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Walden School Of Liberal Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	0.00%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	0.00%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	15.83%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	15.81%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	0.00%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	6.03%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	11.54%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	4.55%	YES	25.62%	YES

#	Indicator	Walden School Of Liberal Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	78.65%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.49%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Walden School Of Liberal Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Walden School Of Liberal Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	84.21%	YES	78.56%	YES
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%	1.15%	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%	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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Walden School Of Liberal Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Walden School Of Liberal Arts Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	0.00%	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Wallace Stegner Academy FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	14.29%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	33.65%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	54.17%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	39.81%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	26.01%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	86.67%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.17%	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%	1.26%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	75.56%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	22.22%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.30%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.64%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.78%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	80.30%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	83.64%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	76.47%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	18.18%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	4.88%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	4.17%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	22.73%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	4.88%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Wasatch District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	20.00%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	75.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	11.11%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	0.00%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	25.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	30.98%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	43.77%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	45.24%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	29.70%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	37.82%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	34.04%	NO	25.62%	YES

#	Indicator	Wasatch District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	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%	0.66%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	76.46%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	4.97%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	5.41%	NO	2.68%	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.	46.86%	92.59%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	3.70%	NO	0.31%	YES

#	Indicator	Wasatch District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	80.95%	NO	91.49%	YES
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.	55.80%	50.00%	NO	57.83%	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.	88.41%	76.19%	NO	92.26%	YES
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.	48.48%	45.83%	NO	49.86%	YES
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.	89.86%	76.19%	NO	92.23%	YES
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.	66.44%	66.67%	YES	68.44%	YES

#	Indicator	Wasatch District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.65%	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%	2.43%	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.	100.00%	70.00%	NO	97.44%	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	95.76%	NO

#	Indicator	Wasatch District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	30.00%	NO	67.17%	NO

#	Indicator	Wasatch District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	17.86%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	85.71%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	89.29%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch Peak Academy FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.31%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	8.33%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	30.77%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	50.34%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	38.97%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	89.09%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.34%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch Waldorf Charter School FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	87.50%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	25.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	0.00%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	0.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	24.07%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	40.00%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	21.82%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	4.27%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	75.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.33%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	1.49%	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%	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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Washington District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	68.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	17.14%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	89.20%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	78.57%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	66.67%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	88.44%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	77.75%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	67.51%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	13.41%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	4.71%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	12.85%	YES	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	21.23%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	6.83%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	7.57%	YES	3.19%	YES

#	Indicator	Washington District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	33.33%	YES	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	25.00%	YES	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	27.59%	NO	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	55.56%	YES	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	15.00%	YES	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	17.24%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	25.61%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.62%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	37.02%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	23.32%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	39.64%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	26.04%	NO	25.62%	YES

#	Indicator	Washington District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.39%	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%	3.17%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	74.86%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	6.62%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	1.80%	YES	2.68%	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.	46.86%	86.86%	YES	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	0.00%	YES	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Washington District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	92.35%	YES	91.49%	YES
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.	55.80%	58.06%	YES	57.83%	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.	88.41%	95.90%	YES	92.26%	YES
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.	48.48%	50.81%	YES	49.86%	YES
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.	89.86%	95.83%	YES	92.23%	YES
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.	66.44%	75.00%	YES	68.44%	YES

#	Indicator	Washington District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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%	2.17%	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%	4.49%	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.	100.00%	94.87%	NO	97.44%	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	95.76%	NO

#	Indicator	Washington District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Washington District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	14.57%	NO	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	66.23%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	86.09%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Wayne District FFY 2020

Publication Date: April 13, 2022

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 Intervention

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	100.00%	YES	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	0.00%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.00%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	0.00%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	0.00%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	0.00%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	0.00%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.00%	NO	3.19%	YES

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	100.00%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	100.00%	YES	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	48.15%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	42.31%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	36.00%	YES	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	70.37%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	23.08%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	17.39%	YES	25.62%	YES

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	88.10%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	2.38%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	66.67%	NO	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	75.00%	NO	67.17%	NO

#	Indicator	Wayne District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	16.67%	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	100.00%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	100.00%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Weber District FFY 2020

Publication Date: April 13, 2022

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 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	66.75%	NO	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	19.35%	YES	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	92.11%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	86.98%	NO	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	75.83%	NO	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	91.44%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	85.08%	NO	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	77.38%	NO	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	11.80%	NO	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	3.60%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	4.06%	NO	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	16.71%	NO	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	1.64%	NO	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	0.49%	NO	3.19%	YES

#	Indicator	Weber District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	12.50%	NO	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	20.83%	NO	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	34.38%	YES	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	25.00%	NO	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	4.17%	NO	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	9.38%	NO	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	20.38%	YES	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	28.06%	YES	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	40.57%	NO	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	27.12%	NO	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	25.34%	YES	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	24.93%	YES	25.62%	YES

#	Indicator	Weber District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	0.28%	YES	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	59.01%	NO	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	8.19%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	2.83%	NO	2.68%	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.	46.86%	1.03%	NO	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	63.36%	NO	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	0.00%	YES	0.31%	YES

#	Indicator	Weber District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	96.53%	YES	91.49%	YES
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.	55.80%	52.26%	NO	57.83%	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.	88.41%	91.84%	YES	92.26%	YES
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.	48.48%	52.90%	YES	49.86%	YES
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.	89.86%	93.60%	YES	92.23%	YES
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.	66.44%	68.39%	YES	68.44%	YES

#	Indicator	Weber District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	77.36%	NO	78.56%	YES
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%	1.45%	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%	3.56%	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.	100.00%	NA	NA	97.44%	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%	85.00%	NO	95.76%	NO

#	Indicator	Weber District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Weber District Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	19.60%	YES	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	74.37%	YES	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	86.43%	YES	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Weber State University Charter School FFY 2020

Publication Date: April 13, 2022

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 School APR Determination: Meets Requirements

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	NA	NA	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Weber State University Charter School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Weilenmann School Of Discovery FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	100.00%	YES	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	60.00%	NO	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	50.00%	YES	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	33.33%	YES	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	0.00%	NO	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	33.33%	YES	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	100.00%	YES	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	-7.40%	NO	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	52.94%	NO	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	18.52%	YES	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	-39.22%	NO	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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%	NA	NA	0.00%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	71.74%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	10.87%	NO	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	60.00%	NO	78.56%	YES
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.	100.00%	NA	NA	97.44%	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	95.76%	NO

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Weilenmann School Of Discovery Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES

Annual Performance Report on Utah's State Performance Plan Winter Sports School FFY 2020

Publication Date: April 13, 2022

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: Needs Intervention

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	67.90%	NA	NA	71.13%	YES
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 25.80%	NA	NA	21.56%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.64%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	81.14%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	68.40%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	90.21%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	77.45%	NO
		Participation rate of grade 10 students with IEPs in regular and alternate state assessments.	95.00%	NA	NA	65.24%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	14.51%	NA	NA	14.51%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	7.31%	NA	NA	7.31%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	8.58%	NA	NA	8.58%	YES
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	19.74%	NA	NA	19.47%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	6.02%	NA	NA	6.02%	YES
		Proficiency rate of grade 10 students with IEPs on the regular state assessment.	3.19%	NA	NA	3.19%	YES

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	15.06%	NA	NA	15.06%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	23.74%	NA	NA	23.74%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	29.43%	NA	NA	29.43%	YES
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	31.43%	NA	NA	31.43%	YES
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	6.24%	NA	NA	6.24%	YES
		Proficiency rate of grade 10 students with IEPs on the alternate state assessment.	12.41%	NA	NA	12.41%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.31%	NA	NA	23.31%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.63%	NA	NA	35.63%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 39.47%	NA	NA	39.47%	YES
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.22%	NA	NA	25.22%	YES
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.51%	NA	NA	30.51%	YES
		Proficiency gap between grade 10 students with IEPs and all grade 10 students on the regular state assessment.	≤ 25.62%	NA	NA	25.62%	YES

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	65.12%	100.00%	YES	70.54%	YES
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.71%	0.00%	YES	8.43%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.78%	0.00%	YES	2.68%	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.	46.86%	NA	NA	50.69%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.67%	NA	NA	31.14%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.31%	NA	NA	0.31%	YES

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	88.86%	NA	NA	91.49%	YES
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.	55.80%	NA	NA	57.83%	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.	88.41%	NA	NA	92.26%	YES
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.	48.48%	NA	NA	49.86%	YES
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.	89.86%	NA	NA	92.23%	YES
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.	66.44%	NA	NA	68.44%	YES

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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.	78.38%	0.00%	NO	78.56%	YES
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.	100.00%	100.00%	YES	97.44%	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	95.76%	NO

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 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	67.17%	NO

#	Indicator	Winter Sports School Measurement	FFY 2020 State Target	FFY 2020 LEA Data	LEA Met FFY 2020 Target	FFY 2020 State Data	State Met FFY 2020 Target
14A	Higher Education	Percent of 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;	17.62%	NA	NA	17.88%	YES
14B	Higher Education or Competitively Employed	Percent of youth 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;	65.50%	NA	NA	65.55%	YES
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth 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.	82.37%	NA	NA	82.82%	YES
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	NA	NA	NA	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	60.25%	NA	NA	84.62%	YES