

ANNUAL PERFORMANCE REPORT ON UTAH'S STATE PERFORMANCE PLAN LEA REPORTS



Utah State
Board of
Education

Special
Education
Services

Annual Performance Report on Utah's State Performance Plan

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The United States Department of Education Office of Special Education Programs (OSEP) requires the Utah State Board of Education Special Education Services (USBES) section to have in place a performance plan that evaluates Utah's efforts to implement the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) (34 CFR § 300.601(a)). OSEP also requires the USBES to report annually to the public on the performance of each local education agency (LEA) on the targets in Utah's performance plan (34 CFR § 300.602(b)(1)(i)(A)). The most recently available performance data on each LEA (34 CFR § 300.602(b)(1)(ii)) must be included. This report indicates the federal fiscal year (FFY) the data apply to and the date the data were obtained.

N/A Symbol Key

When an indicator is not applicable (N/A) for a LEA, one of the following symbols will be noted in the "LEA Data" column to explain why.

* = The LEA did not report any students ages 14–21 with IEPs as exiting special education in the indicated FFY.

^ = The LEA did not have students with IEPs expected to test in the indicated grade in the statewide assessment in the indicated FFY.

+ = The LEA did not have students without IEPs in the indicated grade participate in the statewide assessment in the indicated FFY and/or the LEA did not have students with IEPs in the indicated grade participate in the statewide assessment in the indicated FFY.

~ = The LEA did not meet the minimum cell and/or n-size for the indicator in the indicated FFY.

! = The LEA did not report data for the indicator in the indicated FFY.

= The LEA is a special school established by State Code.

" = The LEA did not serve school-age students with IEPs in the indicated FFY.

- = The LEA did not serve preschool students with IEPs in the indicated FFY.

\$ = The LEA did not report any preschool students ages 3–5 with IEPs as exiting special education in the indicated FFY.

[= The LEA has been monitored in the current State performance plan period but does not have data for the indicator.

| = The LEA was selected for a survey in the indicated FFY but did not have respondents.

& = The LEA did not have preschool transitions in the indicated FFY.

` = The LEA was not in operation in the indicated FFY.

— = The LEA reported invalid data for the indicator in the indicated FFY.

– = The LEA was not in operation long enough during the current State performance plan period for the State to collect data on this indicator.

— = The LEA did not have students who met the criteria to participate in the survey in the indicated FFY.

Academy for Math Engineering & Science IDEA Part B Indicator Data

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	96.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	96.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	24.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	45.55%	NO	2024	01/06/2026

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	20.34%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A!	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A!	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	80.95%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	92.86%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.72%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2021	10/20/2021
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2021	10/20/2021
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 60.00% 60.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Academy for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Advantage Arts Academy (AAA) IDEA Part B Indicator Data

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	86.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	86.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	30.77%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	30.77%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	17.15%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	4.65%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	68.12%	YES	2024	12/01/2024
			≤ 9.16%	2.90%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	78.95%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.08%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	60.00%	NO	2023	01/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	01/26/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Alpine District IDEA Part B Indicator Data

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	73.31%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	19.32%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.20%	YES	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
			≥ 95.00%	81.95%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.98%	NO	2024	01/06/2026
			≥ 95.00%	79.64%	NO	2024	01/06/2026
			≥ 95.00%	80.14%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	22.81%	YES	2024	01/06/2026
			≥ 8.74%	9.64%	YES	2024	01/06/2026
			≥ 8.83%	81.95%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	28.55%	YES	2024	01/06/2026
			≥ 6.54%	9.87%	YES	2024	01/06/2026
			≥ 4.60%	5.13%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	15.52%	YES	2024	01/06/2026
			≥ 23.91%	34.92%	YES	2024	01/06/2026
			≥ 29.62%	32.03%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	31.03%	NO	2024	01/06/2026
			≥ 6.38%	1.61%	NO	2024	01/06/2026
			≥ 12.56%	15.63%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.56%	NO	2024	01/06/2026
			≤ 35.39%	37.80%	NO	2024	01/06/2026
			≤ 36.03%	40.00%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.03%	NO	2024	01/06/2026
			≤ 30.35%	39.63%	NO	2024	01/06/2026
			≤ 26.11%	31.17%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.02%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.03%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	75.85%	YES	2024	12/01/2024
			≤ 9.16%	6.92%	YES	2024	12/01/2024
			≤ 2.75%	3.88%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	35.04% 34.05% 0.27%	NO NO YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	87.64% 52.54%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	93.56% 45.88%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	93.56% 53.59%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	79.55%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.41%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	10/29/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	10/29/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	19.34% 63.54% 85.08%	NO NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

American Academy of Innovation IDEA Part B Indicator Data

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	88.24%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	5.88%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	41.67%	NO	2024	01/06/2026
			≥ 95.00%	64.86%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	33.33%	NO	2024	01/06/2026
			≥ 95.00%	67.57%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	20.00%	YES	2024	01/06/2026
			≥ 8.83%	64.86%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	4.17%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	15.48%	YES	2024	01/06/2026
			≤ 36.03%	23.04%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	24.14%	YES	2024	01/06/2026
			≤ 26.11%	9.78%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.68%	YES	2024	12/01/2024
			≤ 9.16%	1.05%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	73.91%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.02%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	0.00%	NO	2023	12/05/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	17.00%	NO	2023	12/05/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	40.00% 66.67% 80.00%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

American Leadership Academy IDEA Part B Indicator Data

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	92.31%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.69%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	93.75%	NO	2024	01/06/2026
			≥ 95.00%	92.86%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	93.75%	NO	2024	01/06/2026
			≥ 95.00%	92.86%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	6.25%	NO	2024	01/06/2026
			≥ 8.74%	7.14%	NO	2024	01/06/2026
			≥ 8.83%	92.86%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	12.50%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	11.76%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	20.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	20.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	37.98%	NO	2024	01/06/2026
			≤ 35.39%	31.19%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	35.50%	YES	2024	01/06/2026

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	39.42%	NO	2024	01/06/2026
			≤ 30.35%	37.50%	NO	2024	01/06/2026
			≤ 26.11%	21.86%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.13%	YES	2024	12/01/2024
			≤ 9.16%	2.58%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.50%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	71.43%	NO	2023	03/27/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/27/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	22.22% 88.89% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

American Preparatory Academy IDEA Part B Indicator Data

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	77.78%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	11.11%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	84.38%	NO	2024	01/06/2026
			≥ 95.00%	95.45%	YES	2024	01/06/2026
			≥ 95.00%	83.78%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	82.81%	NO	2024	01/06/2026
			≥ 95.00%	93.18%	NO	2024	01/06/2026
			≥ 95.00%	86.84%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	25.93%	YES	2024	01/06/2026
			≥ 8.74%	16.67%	YES	2024	01/06/2026
			≥ 8.83%	83.78%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	22.64%	YES	2024	01/06/2026
			≥ 6.54%	7.32%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.03%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.62%	NO	2024	01/06/2026
			≤ 35.39%	22.55%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	31.95%	YES	2024	01/06/2026

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	35.91%	NO	2024	01/06/2026
			≤ 30.35%	24.08%	YES	2024	01/06/2026
			≤ 26.11%	23.84%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.32%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.82%	YES	2024	12/01/2024
			≤ 9.16%	0.20%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	97.62%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.62%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	50.00%	NO	2022	05/01/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	43.00%	NO	2022	05/01/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	42.86% 85.71% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Ascent Academies of Utah IDEA Part B Indicator Data

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	98.08%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	87.50%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	98.08%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	87.50%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	23.53%	YES	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	87.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.49%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	100.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	19.66%	YES	2024	01/06/2026
			≤ 35.39%	41.48%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	39.58%	NO	2024	01/06/2026

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.77%	YES	2024	01/06/2026
			≤ 30.35%	36.30%	NO	2024	01/06/2026
			≤ 26.11%	42.45%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.03%	YES	2024	12/01/2024
			≤ 9.16%	1.64%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.71%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.49%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	10/06/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	10/06/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Ascent Academies of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Athenian Academy IDEA Part B Indicator Data

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	86.67%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	27.27%	YES	2024	01/06/2026
			≥ 8.74%	25.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	-3.20%	YES	2024	01/06/2026
			≤ 35.39%	16.67%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	-1.36%	YES	2024	01/06/2026
			≤ 30.35%	12.50%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.38%	YES	2024	12/01/2024
			≤ 9.16%	2.88%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.00%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.79%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	02/02/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/27/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Athenian Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Bear River Charter School IDEA Part B Indicator Data

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.00%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	20.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	6.09%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.83%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.15%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/05/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2021	11/09/2021
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Beaver District IDEA Part B Indicator Data

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	94.12%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	5.88%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.30%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	86.84%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.30%	YES	2024	01/06/2026
			≥ 95.00%	95.24%	YES	2024	01/06/2026
			≥ 95.00%	89.19%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	4.17%	NO	2024	01/06/2026
			≥ 8.74%	15.00%	YES	2024	01/06/2026
			≥ 8.83%	86.84%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	4.17%	NO	2024	01/06/2026
			≥ 6.54%	10.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.13%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	50.00%	YES	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	50.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	40.38%	NO	2024	01/06/2026
			≤ 35.39%	27.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	32.86%	YES	2024	01/06/2026

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	49.47%	NO	2024	01/06/2026
			≤ 30.35%	29.00%	YES	2024	01/06/2026
			≤ 26.11%	22.10%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.68%	YES	2024	12/01/2024
			≤ 9.16%	5.08%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	82.35%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.57%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	91.00%	NO	2023	01/30/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	11.76% 70.59% 88.24%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Beehive Science & Technology Academy IDEA Part B Indicator Data

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	33.33%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	33.33%	YES	2024	01/06/2026
			≥ 4.60%	28.57%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	41.79%	NO	2024	01/06/2026
			≤ 35.39%	28.57%	YES	2024	01/06/2026
			≤ 36.03%	-11.43%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	47.76%	NO	2024	01/06/2026
			≤ 30.35%	30.16%	YES	2024	01/06/2026
			≤ 26.11%	26.19%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.24%	YES	2024	12/01/2024
			≤ 9.16%	4.41%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	64.29%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.78%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.54%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	83.33%	NO	2024	10/10/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2024	10/10/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Bonneville Academy IDEA Part B Indicator Data

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	25.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	51.43%	NO	2024	01/06/2026
			≤ 35.39%	40.63%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	42.86%	NO	2024	01/06/2026
			≤ 30.35%	-1.67%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	82.35%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.01%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	66.67%	NO	2023	11/09/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	11/09/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Box Elder District IDEA Part B Indicator Data

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	58.04%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	28.57%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	98.25%	YES	2024	01/06/2026
			≥ 95.00%	83.72%	NO	2024	01/06/2026
			≥ 95.00%	82.20%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	97.66%	YES	2024	01/06/2026
			≥ 95.00%	84.88%	NO	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.89%	YES	2024	01/06/2026
			≥ 8.74%	3.17%	NO	2024	01/06/2026
			≥ 8.83%	82.20%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	16.67%	NO	2024	01/06/2026
			≥ 6.54%	7.81%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.40%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	22.22%	NO	2024	01/06/2026
			≥ 29.62%	23.08%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	29.41%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	7.69%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.84%	NO	2024	01/06/2026
			≤ 35.39%	34.49%	YES	2024	01/06/2026
			≤ 36.03%	37.25%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	33.59%	NO	2024	01/06/2026
			≤ 30.35%	41.96%	NO	2024	01/06/2026
			≤ 26.11%	32.61%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	69.86%	YES	2024	12/01/2024
			≤ 9.16%	14.60%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	7.36% 59.74% 0.00%	NO NO YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	87.34% 67.74%	NO YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	88.76% 44.09%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	92.00% 79.57%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.36%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.42%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	7.42%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	88.24%	NO	2024	10/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	10/22/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	11.11% 48.15% 62.96%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Bridge Elementary IDEA Part B Indicator Data

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.65%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	4.55%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	14.29%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.93%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.92%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.44%	YES	2024	12/01/2024
			≤ 9.16%	1.64%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	73.91%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.10%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	10/01/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	10/07/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

C.S. Lewis Academy IDEA Part B Indicator Data

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	16.67%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	16.67%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	3.33%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	7.33%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	67.74%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	55.56%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.51%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.14%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2024	10/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	10/02/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Cache District IDEA Part B Indicator Data

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	88.89%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	5.23%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.85%	YES	2024	01/06/2026
			≥ 95.00%	91.82%	NO	2024	01/06/2026
			≥ 95.00%	88.84%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.34%	YES	2024	01/06/2026
			≥ 95.00%	88.68%	NO	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	35.80%	YES	2024	01/06/2026
			≥ 8.74%	15.27%	YES	2024	01/06/2026
			≥ 8.83%	88.84%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	40.00%	YES	2024	01/06/2026
			≥ 6.54%	17.46%	YES	2024	01/06/2026
			≥ 4.60%	10.50%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	11.11%	NO	2024	01/06/2026
			≥ 23.91%	20.00%	NO	2024	01/06/2026
			≥ 29.62%	20.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	33.33%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	8.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	22.11%	YES	2024	01/06/2026
			≤ 35.39%	37.45%	NO	2024	01/06/2026
			≤ 36.03%	37.22%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.94%	NO	2024	01/06/2026
			≤ 30.35%	44.37%	NO	2024	01/06/2026
			≤ 26.11%	35.01%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	77.06%	YES	2024	12/01/2024
			≤ 9.16%	3.16%	YES	2024	12/01/2024
			≤ 2.75%	0.22%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	33.89% 23.53% 0.00%	NO YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	92.93% 48.28%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	92.50% 43.84%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	92.93% 50.25%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.48%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.35%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	03/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	03/16/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	16.67% 62.50% 85.42%	NO NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Canyon Grove Academy IDEA Part B Indicator Data

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	81.25%	NO	2024	01/06/2026
			≥ 95.00%	25.00%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	7.14%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	28.24%	NO	2024	01/06/2026
			≤ 35.39%	35.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	25.00%	YES	2024	01/06/2026

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	10.10%	YES	2024	01/06/2026
			≤ 30.35%	N/A+	NA	2024	01/06/2026
			≤ 26.11%	21.05%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A!	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A!	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.07%	YES	2024	12/01/2024
			≤ 9.16%	0.89%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	78.79%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.41%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	10/03/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	10/03/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	100.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Canyon Rim Academy IDEA Part B Indicator Data

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	85.71%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	85.71%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	16.67%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	66.67%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	44.66%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	5.33%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.89%	YES	2024	12/01/2024
			≤ 9.16%	1.59%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	95.24%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.65%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.55%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	62.50%	NO	2022	10/18/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	10/18/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Canyons District IDEA Part B Indicator Data

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	64.05%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	10.74%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.53%	NO	2024	01/06/2026
			≥ 95.00%	86.80%	NO	2024	01/06/2026
			≥ 95.00%	72.87%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.26%	NO	2024	01/06/2026
			≥ 95.00%	86.69%	NO	2024	01/06/2026
			≥ 95.00%	71.10%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	22.67%	YES	2024	01/06/2026
			≥ 8.74%	12.62%	YES	2024	01/06/2026
			≥ 8.83%	72.87%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	26.02%	YES	2024	01/06/2026
			≥ 6.54%	5.88%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.96%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	21.05%	YES	2024	01/06/2026
			≥ 23.91%	9.09%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	17.39%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	42.11%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	6.52%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	27.90%	NO	2024	01/06/2026
			≤ 35.39%	35.94%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	39.28%	NO	2024	01/06/2026

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.70%	NO	2024	01/06/2026
			≤ 30.35%	42.02%	NO	2024	01/06/2026
			≤ 26.11%	34.56%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.39%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	75.22%	YES	2024	12/01/2024
			≤ 9.16%	11.56%	NO	2024	12/01/2024
			≤ 2.75%	3.14%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	53.92% 31.63% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	93.51% 40.13%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	94.23% 36.94%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	94.04% 49.68%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.00%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.80%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.57%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	81.58%	NO	2023	01/18/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	27.00%	NO	2023	01/18/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	21.92% 54.79% 69.86%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Carbon District IDEA Part B Indicator Data

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	54.76%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	30.95%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.74%	NO	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	97.37%	YES	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
			≥ 95.00%	78.95%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	12.12%	NO	2024	01/06/2026
			≥ 8.74%	4.17%	NO	2024	01/06/2026
			≥ 8.83%	80.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	11.76%	NO	2024	01/06/2026
			≥ 6.54%	12.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	2.70%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	33.33%	YES	2024	01/06/2026
			≥ 23.91%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	12.50%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	25.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.36%	YES	2024	01/06/2026
			≤ 35.39%	38.39%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	35.93%	YES	2024	01/06/2026

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	24.68%	YES	2024	01/06/2026
			≤ 30.35%	26.34%	YES	2024	01/06/2026
			≤ 26.11%	22.30%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	83.56%	YES	2024	12/01/2024
			≤ 9.16%	0.78%	YES	2024	12/01/2024
			≤ 2.75%	9.98%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	62.34%	YES	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	33.77%	NO	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	0.00%	YES	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	97.56%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	50.00%	NO	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	100.00%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	50.00%	YES	2024	06/30/2025

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	94.87% 56.82%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	71.79%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.12%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.55%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	11/09/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	11/09/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	11.76% 47.06% 82.35%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Channing Hall IDEA Part B Indicator Data

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	60.00%	YES	2024	01/06/2026
			≥ 8.74%	50.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	60.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	10.42%	YES	2024	01/06/2026
			≤ 35.39%	12.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.10%	YES	2024	01/06/2026
			≤ 30.35%	39.58%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.97%	YES	2024	12/01/2024
			≤ 9.16%	1.52%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	81.25%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/28/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	01/28/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

City Academy IDEA Part B Indicator Data

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	50.00%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	87.50%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	100.00%	YES	2024	01/06/2026
			≥ 8.83%	87.50%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	-75.00%	YES	2024	01/06/2026
			≤ 36.03%	29.46%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	12.50%	YES	2024	01/06/2026
			≤ 26.11%	17.65%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.84%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	10/18/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	11/06/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	50.00% 50.00% 100.00%	YES NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Daggett District IDEA Part B Indicator Data

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.74%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	33.33%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	61.54%	NO	2024	01/06/2026
			≤ 35.39%	19.05%	YES	2024	01/06/2026
			≤ 36.03%	59.38%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	46.15%	NO	2024	01/06/2026
			≤ 30.35%	19.05%	YES	2024	01/06/2026
			≤ 26.11%	15.15%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	77.78%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2023	10/19/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	20.00%	NO	2023	10/19/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Davinci Academy IDEA Part B Indicator Data

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	84.62%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.69%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.00%	NO	2024	01/06/2026
			≥ 95.00%	88.24%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.00%	YES	2024	01/06/2026
			≥ 95.00%	88.24%	NO	2024	01/06/2026
			≥ 95.00%	79.17%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.39%	YES	2024	01/06/2026
			≥ 8.74%	13.33%	YES	2024	01/06/2026
			≥ 8.83%	75.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	16.67%	NO	2024	01/06/2026
			≥ 6.54%	6.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	100.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	37.45%	NO	2024	01/06/2026
			≤ 35.39%	22.46%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	35.51%	YES	2024	01/06/2026

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	31.20%	NO	2024	01/06/2026
			≤ 30.35%	9.29%	YES	2024	01/06/2026
			≤ 26.11%	30.12%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	69.73%	YES	2024	12/01/2024
			≤ 9.16%	0.54%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	89.66%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.62%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2023	02/07/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	02/07/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	46.15% 61.54% 61.54%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Davis District IDEA Part B Indicator Data

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	72.90%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	14.58%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.66%	YES	2024	01/06/2026
			≥ 95.00%	84.28%	NO	2024	01/06/2026
			≥ 95.00%	80.43%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.88%	YES	2024	01/06/2026
			≥ 95.00%	83.58%	NO	2024	01/06/2026
			≥ 95.00%	80.65%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.73%	YES	2024	01/06/2026
			≥ 8.74%	6.75%	NO	2024	01/06/2026
			≥ 8.83%	80.43%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	19.15%	NO	2024	01/06/2026
			≥ 6.54%	5.70%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.24%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	32.26%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	15.63%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	2.44%	NO	2024	01/06/2026
			≥ 6.38%	6.45%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	9.52%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.64%	NO	2024	01/06/2026
			≤ 35.39%	34.38%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	39.12%	NO	2024	01/06/2026

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	32.03%	NO	2024	01/06/2026
			≤ 30.35%	33.82%	NO	2024	01/06/2026
			≤ 26.11%	32.61%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	65.91%	NO	2024	12/01/2024
			≤ 9.16%	9.58%	NO	2024	12/01/2024
			≤ 2.75%	2.59%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	54.77% 13.31% 0.24%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	89.42% 37.32%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	90.12% 19.95%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	87.41% 51.88%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	83.16%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.81%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	93.22%	NO	2024	12/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	73.91%	NO	2024	12/13/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	14.90% 59.13% 74.52%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Dual Immersion Academy IDEA Part B Indicator Data

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	25.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	18.75%	YES	2024	01/06/2026
			≤ 35.39%	8.33%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.08%	NO	2024	01/06/2026
			≤ 30.35%	17.95%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	77.50%	YES	2024	12/01/2024
			≤ 9.16%	7.50%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	92.31%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/10/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/10/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Duchesne District IDEA Part B Indicator Data

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	58.62%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	25.86%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.94%	YES	2024	01/06/2026
			≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.94%	YES	2024	01/06/2026
			≥ 95.00%	87.18%	NO	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.56%	YES	2024	01/06/2026
			≥ 8.74%	5.36%	NO	2024	01/06/2026
			≥ 8.83%	81.82%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	20.00%	NO	2024	01/06/2026
			≥ 6.54%	5.17%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	2.11%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	40.00%	YES	2024	01/06/2026
			≥ 23.91%	40.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	61.54%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	60.00%	YES	2024	01/06/2026
			≥ 6.38%	10.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	7.69%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.37%	YES	2024	01/06/2026
			≤ 35.39%	22.45%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	26.54%	YES	2024	01/06/2026

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.63%	YES	2024	01/06/2026
			≤ 30.35%	18.95%	YES	2024	01/06/2026
			≤ 26.11%	19.50%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	84.53%	YES	2024	12/01/2024
			≤ 9.16%	7.58%	YES	2024	12/01/2024
			≤ 2.75%	2.66%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	90.91% 86.67%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	96.43% 66.67%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 96.67%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	83.33%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.80%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	10/23/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	10/23/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	10.53% 52.63% 76.32%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Early Light Academy at Daybreak IDEA Part B Indicator Data

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	89.47%	NO	2024	01/06/2026
			≥ 95.00%	93.75%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	81.25%	NO	2024	01/06/2026
			≥ 95.00%	85.00%	NO	2024	01/06/2026
			≥ 95.00%	93.75%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	33.33%	YES	2024	01/06/2026
			≥ 8.74%	11.76%	YES	2024	01/06/2026
			≥ 8.83%	93.75%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	38.46%	YES	2024	01/06/2026
			≥ 6.54%	17.65%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	33.33%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.31%	YES	2024	01/06/2026
			≤ 35.39%	36.66%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	40.72%	NO	2024	01/06/2026

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	21.74%	YES	2024	01/06/2026
			≤ 30.35%	30.22%	YES	2024	01/06/2026
			≤ 26.11%	28.31%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	89.33%	YES	2024	12/01/2024
			≤ 9.16%	0.67%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	92.86%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.61%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.30%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	11/02/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2023	11/02/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Early Light Academy at Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

East Hollywood High IDEA Part B Indicator Data

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	33.33%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	77.78%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	88.89%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	24.55%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	4.26%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.19%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.11%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	0.00%	NO	2024	02/03/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/03/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 0.00% 25.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Edith Bowen Laboratory School IDEA Part B Indicator Data

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	37.50%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	50.00%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	33.33%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.47%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	89.83%	YES	2024	12/01/2024
			≤ 9.16%	3.39%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.95%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/25/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	11/03/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Elevated Charter School IDEA Part B Indicator Data

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A`	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A`	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	0.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	0.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A+	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A+	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A`	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A`	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	84.21%	YES	2024	12/01/2024
			≤ 9.16%	10.53%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	N/A`	NA	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.69%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A`	NA	2023	07/01/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A`	NA	2023	06/30/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Emery District IDEA Part B Indicator Data

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	77.27%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	22.73%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	97.06%	YES	2024	01/06/2026
			≥ 95.00%	96.15%	YES	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	27.27%	YES	2024	01/06/2026
			≥ 8.74%	16.00%	YES	2024	01/06/2026
			≥ 8.83%	90.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	40.63%	YES	2024	01/06/2026
			≥ 6.54%	4.17%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.77%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	100.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.51%	YES	2024	01/06/2026
			≤ 35.39%	27.14%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	41.05%	NO	2024	01/06/2026

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.17%	YES	2024	01/06/2026
			≤ 30.35%	32.25%	NO	2024	01/06/2026
			≤ 26.11%	27.02%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	78.15%	YES	2024	12/01/2024
			≤ 9.16%	2.57%	YES	2024	12/01/2024
			≤ 2.75%	0.26%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	82.50% 17.50% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	94.44% 76.92%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	94.44% 76.92%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 92.31%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.96%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.99%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	10/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	10/30/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 42.86% 85.71%	NO NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Endeavor Hall IDEA Part B Indicator Data

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	4.55%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	13.04%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.24%	YES	2024	12/01/2024
			≤ 9.16%	2.94%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	87.50%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.85%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.10%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	66.67%	NO	2023	11/09/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	11/09/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Entheos Academy IDEA Part B Indicator Data

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	4.35%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.74%	5.56%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	4.35%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.26%	NO	2024	01/06/2026
			≤ 35.39%	29.27%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.32%	NO	2024	01/06/2026
			≤ 30.35%	17.05%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	87.37%	YES	2024	12/01/2024
			≤ 9.16%	7.89%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	81.48%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.39%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.63%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/11/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/11/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Esperanza School IDEA Part B Indicator Data

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	11.11%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	11.11%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.93%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	34.57%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	88.89%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	11/09/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	11/09/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Esperanza School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Excelsior Academy IDEA Part B Indicator Data

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.30%	YES	2024	01/06/2026
			≥ 95.00%	78.13%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	65.63%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.39%	YES	2024	01/06/2026
			≥ 8.74%	13.04%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	20.83%	YES	2024	01/06/2026
			≥ 6.54%	10.53%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.02%	YES	2024	01/06/2026
			≤ 35.39%	31.83%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.81%	NO	2024	01/06/2026
			≤ 30.35%	37.70%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.58%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	84.09%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	50.00%	NO	2023	11/01/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	11/01/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Fast Forward High IDEA Part B Indicator Data

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	93.48%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	6.52%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	89.29%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	93.55%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	89.29%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	3.31%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	2.94%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	94.12%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/04/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	11/04/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	11.90% 83.33% 85.71%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Franklin Discovery Academy IDEA Part B Indicator Data

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	68.75%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	68.75%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	9.09%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	13.55%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	20.75%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.77%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	91.18%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.02%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.69%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	11/14/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	11/14/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Freedom Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.97%	YES	2024	01/06/2026
			≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	82.76%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.97%	YES	2024	01/06/2026
			≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	76.67%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	19.35%	YES	2024	01/06/2026
			≥ 8.74%	5.00%	NO	2024	01/06/2026
			≥ 8.83%	82.76%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	29.03%	YES	2024	01/06/2026
			≥ 6.54%	5.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	50.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.49%	NO	2024	01/06/2026
			≤ 35.39%	32.69%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	5.44%	YES	2024	01/06/2026

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.09%	YES	2024	01/06/2026
			≤ 30.35%	19.80%	YES	2024	01/06/2026
			≤ 26.11%	15.45%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.46%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	66.67%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.56%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.51%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	33.33%	NO	2023	02/06/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	02/06/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	33.33% 66.67% 100.00%	YES NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Garfield District IDEA Part B Indicator Data

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	0.00%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	50.00%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	60.00%	NO	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	60.00%	NO	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.00%	YES	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	20.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	17.84%	YES	2024	01/06/2026
			≤ 35.39%	30.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	37.93%	NO	2024	01/06/2026

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	12.88%	YES	2024	01/06/2026
			≤ 30.35%	20.00%	YES	2024	01/06/2026
			≤ 26.11%	20.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	84.21%	YES	2024	12/01/2024
			≤ 9.16%	0.75%	YES	2024	12/01/2024
			≤ 2.75%	8.27%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	92.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.18%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.11%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/23/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 100.00% 100.00%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Gateway Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	11.76%	NO	2024	01/06/2026
			≥ 8.74%	12.50%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	23.53%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	30.66%	NO	2024	01/06/2026
			≤ 35.39%	15.76%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	15.28%	YES	2024	01/06/2026
			≤ 30.35%	19.57%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	95.30%	YES	2024	12/01/2024
			≤ 9.16%	1.34%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	79.17%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.39%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.18%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/05/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2024	03/05/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

George Washington Academy IDEA Part B Indicator Data

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.89%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.00%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	21.43%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	30.38%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	39.93%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	81.48%	YES	2024	12/01/2024
			≤ 9.16%	8.15%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	90.63%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.56%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.54%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	66.67%	NO	2023	03/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	03/26/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Good Foundations Academy IDEA Part B Indicator Data

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	86.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	86.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.38%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	30.77%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	42.25%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	37.03%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.18%	YES	2024	12/01/2024
			≤ 9.16%	2.94%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.92%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.88%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	11/18/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Grand District IDEA Part B Indicator Data

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	91.67%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.33%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	75.86%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	75.86%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.38%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	75.86%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	15.38%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	19.97%	YES	2024	01/06/2026
			≤ 35.39%	40.00%	NO	2024	01/06/2026
			≤ 36.03%	30.31%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	20.62%	YES	2024	01/06/2026
			≤ 30.35%	16.67%	YES	2024	01/06/2026
			≤ 26.11%	15.34%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	60.61%	NO	2024	12/01/2024
			≤ 9.16%	13.13%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	87.50% 75.00%	NO YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	85.00% 62.50%	NO YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	84.21% 70.83%	NO YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.28%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.58%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2023	11/29/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2023	11/29/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	18.18% 72.73% 72.73%	NO YES NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Granite District IDEA Part B Indicator Data

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	51.24%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	34.47%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.58%	NO	2024	01/06/2026
			≥ 95.00%	89.94%	NO	2024	01/06/2026
			≥ 95.00%	83.79%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.73%	NO	2024	01/06/2026
			≥ 95.00%	88.30%	NO	2024	01/06/2026
			≥ 95.00%	81.99%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	12.60%	NO	2024	01/06/2026
			≥ 8.74%	5.40%	NO	2024	01/06/2026
			≥ 8.83%	83.79%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	16.14%	NO	2024	01/06/2026
			≥ 6.54%	4.52%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.38%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	20.83%	NO	2024	01/06/2026
			≥ 29.62%	14.29%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	20.00%	NO	2024	01/06/2026
			≥ 6.38%	2.08%	NO	2024	01/06/2026
			≥ 12.56%	8.79%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	20.45%	YES	2024	01/06/2026
			≤ 35.39%	26.88%	YES	2024	01/06/2026
			≤ 36.03%	27.33%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.45%	YES	2024	01/06/2026
			≤ 30.35%	23.73%	YES	2024	01/06/2026
			≤ 26.11%	18.38%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.02%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	62.37%	NO	2024	12/01/2024
			≤ 9.16%	9.62%	NO	2024	12/01/2024
			≤ 2.75%	3.85%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	78.80% 21.06% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	87.95% 43.57%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	85.95% 45.03%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	88.74% 49.12%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	77.59%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.56%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.65%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/19/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	99.27%	NO	2024	9/15/2025

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	11/19/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	13.81% 45.71% 71.90%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

GreenWood Charter School IDEA Part B Indicator Data

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	10.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	10.81%	YES	2024	01/06/2026
			≤ 35.39%	39.13%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	14.32%	YES	2024	01/06/2026
			≤ 30.35%	21.74%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	94.23%	YES	2024	12/01/2024
			≤ 9.16%	1.92%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	92.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.21%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	11/30/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	11/30/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	GreenWood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Guadalupe School IDEA Part B Indicator Data

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	11.76%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.82%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.31%	YES	2024	12/01/2024
			≤ 9.16%	3.85%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2023	12/06/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	12/06/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Hawthorn Academy IDEA Part B Indicator Data

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.30%	YES	2024	01/06/2026
			≥ 95.00%	94.44%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.30%	YES	2024	01/06/2026
			≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	11.54%	NO	2024	01/06/2026
			≥ 8.74%	11.76%	YES	2024	01/06/2026
			≥ 8.83%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	19.23%	NO	2024	01/06/2026
			≥ 6.54%	6.25%	NO	2024	01/06/2026
			≥ 4.60%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	31.21%	NO	2024	01/06/2026
			≤ 35.39%	31.77%	YES	2024	01/06/2026
			≤ 36.03%	50.94%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.86%	NO	2024	01/06/2026
			≤ 30.35%	33.04%	NO	2024	01/06/2026
			≤ 26.11%	55.56%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.83%	YES	2024	12/01/2024
			≤ 9.16%	0.98%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	74.19%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/14/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	57.14%	NO	2024	02/14/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Highmark Charter School IDEA Part B Indicator Data

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	76.92%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	25.00%	YES	2024	01/06/2026
			≥ 8.74%	9.09%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	50.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	-1.60%	YES	2024	01/06/2026
			≤ 35.39%	27.14%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	34.43%	YES	2024	01/06/2026

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	0.53%	YES	2024	01/06/2026
			≤ 30.35%	27.94%	YES	2024	01/06/2026
			≤ 26.11%	38.16%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	94.29%	YES	2024	12/01/2024
			≤ 9.16%	0.95%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	82.35%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	66.67%	NO	2024	03/19/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/19/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Ignite Entrepreneurship Academy IDEA Part B Indicator Data

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	12.50%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.74%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	18.75%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	19.17%	YES	2024	01/06/2026
			≤ 35.39%	52.63%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	14.58%	YES	2024	01/06/2026
			≤ 30.35%	52.63%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.24%	YES	2024	12/01/2024
			≤ 9.16%	1.22%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/12/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/12/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

InTech Collegiate Academy IDEA Part B Indicator Data

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
			≥ 95.00%	92.31%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	66.67%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	41.67%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	12.50%	YES	2024	01/06/2026
			≤ 36.03%	16.82%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	-5.00%	YES	2024	01/06/2026
			≤ 26.11%	23.19%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.67%	YES	2024	12/01/2024
			≤ 9.16%	3.33%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	66.67%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.06%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	50.00%	NO	2024	11/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	11/21/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	InTech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Iron District IDEA Part B Indicator Data

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	84.88%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	5.81%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.86%	NO	2024	01/06/2026
			≥ 95.00%	79.82%	NO	2024	01/06/2026
			≥ 95.00%	84.44%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.91%	NO	2024	01/06/2026
			≥ 95.00%	77.98%	NO	2024	01/06/2026
			≥ 95.00%	87.57%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	5.36%	NO	2024	01/06/2026
			≥ 8.74%	14.29%	YES	2024	01/06/2026
			≥ 8.83%	84.44%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	7.96%	NO	2024	01/06/2026
			≥ 6.54%	5.33%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	4.32%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	60.00%	YES	2024	01/06/2026
			≥ 29.62%	31.25%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	60.00%	YES	2024	01/06/2026
			≥ 6.38%	20.00%	YES	2024	01/06/2026
			≥ 12.56%	25.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	36.31%	NO	2024	01/06/2026
			≤ 35.39%	35.50%	NO	2024	01/06/2026
			≤ 36.03%	40.26%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	42.16%	NO	2024	01/06/2026
			≤ 30.35%	39.27%	NO	2024	01/06/2026
			≤ 26.11%	27.15%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.11%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.15%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	81.92%	YES	2024	12/01/2024
			≤ 9.16%	6.69%	YES	2024	12/01/2024
			≤ 2.75%	3.00%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	91.37% 8.63% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 51.61%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 56.45%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 56.45%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.98%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.50%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/06/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	12/06/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	26.00% 60.00% 72.00%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Itineris Early College High IDEA Part B Indicator Data

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	20.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	32.47%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	30.31%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	50.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A[	NA	2024	02/27/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/27/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	100.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Jefferson Academy IDEA Part B Indicator Data

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	90.91%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	90.91%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	30.00%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	40.00%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	22.24%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	24.18%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	82.43%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	61.90%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.94%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/07/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	12/07/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

John Hancock Charter School IDEA Part B Indicator Data

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	77.78%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	77.78%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	16.67%	YES	2024	01/06/2026
			≥ 8.74%	50.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	22.22%	YES	2024	01/06/2026
			≥ 6.54%	16.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	14.91%	YES	2024	01/06/2026
			≤ 35.39%	-7.69%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.13%	YES	2024	01/06/2026
			≤ 30.35%	23.71%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	94.08%	YES	2024	12/01/2024
			≤ 9.16%	1.18%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	71.88%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.19%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	04/17/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	04/17/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Jordan District IDEA Part B Indicator Data

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	61.57%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	18.75%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	93.28%	NO	2024	01/06/2026
			≥ 95.00%	84.54%	NO	2024	01/06/2026
			≥ 95.00%	82.10%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.66%	NO	2024	01/06/2026
			≥ 95.00%	83.62%	NO	2024	01/06/2026
			≥ 95.00%	80.85%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	23.32%	YES	2024	01/06/2026
			≥ 8.74%	10.78%	YES	2024	01/06/2026
			≥ 8.83%	82.10%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	28.97%	YES	2024	01/06/2026
			≥ 6.54%	9.11%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.70%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	6.82%	NO	2024	01/06/2026
			≥ 29.62%	21.33%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	23.53%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	5.33%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	20.45%	YES	2024	01/06/2026
			≤ 35.39%	33.75%	YES	2024	01/06/2026
			≤ 36.03%	36.38%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	18.44%	YES	2024	01/06/2026
			≤ 30.35%	30.06%	YES	2024	01/06/2026
			≤ 26.11%	28.25%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.06%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	74.71%	YES	2024	12/01/2024
			≤ 9.16%	6.97%	YES	2024	12/01/2024
			≤ 2.75%	5.64%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	4.46%	NO	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	78.93%	NO	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	0.00%	YES	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	94.83%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	48.76%	NO	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	95.47%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	46.90%	NO	2024	06/30/2025

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	94.60% 52.89%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	83.95%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.80%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.57%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/12/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	02/12/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	18.46% 59.62% 77.31%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Juab District IDEA Part B Indicator Data

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	93.10%	NO	2024	01/06/2026
			≥ 95.00%	95.65%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	93.10%	NO	2024	01/06/2026
			≥ 95.00%	95.65%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.86%	YES	2024	01/06/2026
			≥ 8.74%	12.00%	YES	2024	01/06/2026
			≥ 8.83%	95.65%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	21.43%	YES	2024	01/06/2026
			≥ 6.54%	8.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	50.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	33.33%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.42%	NO	2024	01/06/2026
			≤ 35.39%	21.51%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	28.27%	YES	2024	01/06/2026

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	32.92%	NO	2024	01/06/2026
			≤ 30.35%	20.50%	YES	2024	01/06/2026
			≤ 26.11%	26.20%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.24%	YES	2024	12/01/2024
			≤ 9.16%	8.53%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 65.00%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 60.00%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 75.00%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	91.89%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/13/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/13/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	14.29% 85.71% 85.71%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Kane District IDEA Part B Indicator Data

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	88.89%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	46.67%	YES	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	80.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	53.33%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	1.06%	YES	2024	01/06/2026
			≤ 35.39%	56.47%	NO	2024	01/06/2026
			≤ 36.03%	67.63%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.03%	YES	2024	01/06/2026
			≤ 30.35%	48.24%	NO	2024	01/06/2026
			≤ 26.11%	43.75%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.13%	YES	2024	12/01/2024
			≤ 9.16%	2.89%	YES	2024	12/01/2024
			≤ 2.75%	0.58%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	64.29% 7.14% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 45.45%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 63.64%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 54.55%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	78.79%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	4.34%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.18%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	03/21/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	03/21/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	30.00% 60.00% 70.00%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Karl G. Maeser Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	60.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	60.00%	NO	2024	01/06/2026
			≥ 95.00%	55.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	12.50%	YES	2024	01/06/2026
			≥ 8.83%	60.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	36.36%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	44.79%	NO	2024	01/06/2026
			≤ 36.03%	56.87%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	45.78%	NO	2024	01/06/2026
			≤ 26.11%	31.93%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.43%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social- Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	95.24%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.30%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/12/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post- secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	12/12/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 0.00% 50.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Lakeview Academy IDEA Part B Indicator Data

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.24%	NO	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.24%	NO	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	33.33%	YES	2024	01/06/2026
			≥ 8.74%	22.22%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	40.00%	YES	2024	01/06/2026
			≥ 6.54%	22.22%	YES	2024	01/06/2026
			≥ 4.60%	14.29%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	15.69%	YES	2024	01/06/2026
			≤ 35.39%	24.45%	YES	2024	01/06/2026
			≤ 36.03%	19.26%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	7.57%	YES	2024	01/06/2026
			≤ 30.35%	20.48%	YES	2024	01/06/2026
			≤ 26.11%	34.96%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.81%	YES	2024	12/01/2024
			≤ 9.16%	6.72%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.93%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.78%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	12/13/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	12/13/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Leadership Academy of Utah IDEA Part B Indicator Data

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	44.44%	NO	2024	01/06/2026
			≥ 95.00%	35.29%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	44.44%	NO	2024	01/06/2026
			≥ 95.00%	35.29%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	35.29%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	25.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	43.24%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	56.96%	NO	2024	01/06/2026

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	0.81%	YES	2024	01/06/2026
			≤ 26.11%	25.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	52.27%	NO	2024	12/01/2024
			≤ 9.16%	9.09%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	94.12%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/19/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	12/19/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 100.00% 100.00%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Leadership Learning Academy IDEA Part B Indicator Data

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	11.76%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	17.49%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.81%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.25%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	3.77%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	74.80%	YES	2024	12/01/2024
			≤ 9.16%	4.07%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.71%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.89%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/24/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	01/24/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Legacy Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	92.31%	NO	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	7.69%	NO	2024	01/06/2026
			≥ 8.83%	83.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	44.90%	NO	2024	01/06/2026
			≤ 35.39%	48.22%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	40.32%	NO	2024	01/06/2026

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	56.70%	NO	2024	01/06/2026
			≤ 30.35%	43.96%	NO	2024	01/06/2026
			≤ 26.11%	36.23%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	68.06%	YES	2024	12/01/2024
			≤ 9.16%	1.39%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	72.41%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2024	02/07/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/07/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Lincoln Academy IDEA Part B Indicator Data

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	95.00%	YES	2024	01/06/2026
			≥ 95.00%	81.25%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	85.00%	NO	2024	01/06/2026
			≥ 95.00%	68.75%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	23.53%	YES	2024	01/06/2026
			≥ 8.83%	81.25%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	14.29%	NO	2024	01/06/2026
			≥ 6.54%	13.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	100.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	48.15%	NO	2024	01/06/2026
			≤ 35.39%	39.08%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	57.95%	NO	2024	01/06/2026

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	56.08%	NO	2024	01/06/2026
			≤ 30.35%	43.43%	NO	2024	01/06/2026
			≤ 26.11%	47.44%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.33%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	96.67%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.12%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/25/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/25/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Logan City District IDEA Part B Indicator Data

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	73.33%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	13.33%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	97.22%	YES	2024	01/06/2026
			≥ 95.00%	94.44%	NO	2024	01/06/2026
			≥ 95.00%	78.95%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	75.44%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.19%	YES	2024	01/06/2026
			≥ 8.74%	10.00%	YES	2024	01/06/2026
			≥ 8.83%	78.95%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	21.67%	YES	2024	01/06/2026
			≥ 6.54%	6.90%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	2.78%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	25.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	28.57%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	16.67%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	24.35%	NO	2024	01/06/2026
			≤ 35.39%	26.01%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	33.20%	YES	2024	01/06/2026

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	24.06%	YES	2024	01/06/2026
			≤ 30.35%	17.56%	YES	2024	01/06/2026
			≤ 26.11%	20.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	71.95%	YES	2024	12/01/2024
			≤ 9.16%	15.02%	NO	2024	12/01/2024
			≤ 2.75%	0.17%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	42.00% 38.00% 0.00%	NO NO YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	93.65% 53.97%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	93.65% 47.62%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	92.06% 60.32%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	89.47%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.66%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	5.05%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	12/18/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	12/18/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	44.44% 55.56% 77.78%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Lumen Scholar Institute IDEA Part B Indicator Data

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	30.00%	NO	2024	01/06/2026
			≥ 95.00%	45.45%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	30.00%	NO	2024	01/06/2026
			≥ 95.00%	45.45%	NO	2024	01/06/2026
			≥ 95.00%	44.44%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	20.00%	YES	2024	01/06/2026
			≥ 8.83%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	15.79%	YES	2024	01/06/2026
			≤ 35.39%	14.48%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	25.60%	YES	2024	01/06/2026

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	5.26%	YES	2024	01/06/2026
			≤ 30.35%	25.93%	YES	2024	01/06/2026
			≤ 26.11%	13.73%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	93.33%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.28%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.50%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	12/14/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	14.29% 57.14% 57.14%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Mana Academy Charter School IDEA Part B Indicator Data

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	33.33%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	28.00%	NO	2024	01/06/2026
			≤ 35.39%	3.34%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	47.22%	NO	2024	01/06/2026

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	4.00%	YES	2024	01/06/2026
			≤ 30.35%	13.33%	YES	2024	01/06/2026
			≤ 26.11%	5.71%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.33%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	25.00%	NO	2023	12/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	12/14/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 100.00% 100.00%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Maria Montessori Academy IDEA Part B Indicator Data

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	0.00%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	100.00%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.32%	NO	2024	01/06/2026
			≤ 35.39%	36.00%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	30.43%	YES	2024	01/06/2026

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	18.42%	YES	2024	01/06/2026
			≤ 30.35%	26.92%	YES	2024	01/06/2026
			≤ 26.11%	0.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.86%	YES	2024	12/01/2024
			≤ 9.16%	2.04%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.21%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/04/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/04/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Merit College Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	75.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.67%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	69.23%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	69.23%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	69.23%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	13.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	33.80%	YES	2024	01/06/2026
			≤ 36.03%	28.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	28.79%	YES	2024	01/06/2026
			≤ 26.11%	12.72%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	72.16%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	75.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.59%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	16.67%	NO	2024	03/14/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/14/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	42.86% 85.71% 85.71%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Millard District IDEA Part B Indicator Data

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	75.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.33%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	93.55%	NO	2024	01/06/2026
			≥ 95.00%	88.68%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	93.55%	NO	2024	01/06/2026
			≥ 95.00%	88.68%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.51%	YES	2024	01/06/2026
			≥ 8.74%	3.70%	NO	2024	01/06/2026
			≥ 8.83%	88.68%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	23.08%	YES	2024	01/06/2026
			≥ 6.54%	3.70%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	11.63%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	50.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.04%	NO	2024	01/06/2026
			≤ 35.39%	45.42%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	49.69%	NO	2024	01/06/2026

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	34.77%	NO	2024	01/06/2026
			≤ 30.35%	54.01%	NO	2024	01/06/2026
			≤ 26.11%	32.05%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	81.91%	YES	2024	12/01/2024
			≤ 9.16%	2.70%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	95.00% 40.00%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	90.00% 35.00%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	95.00% 30.00%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	84.38%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.84%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/27/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	01/27/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	8.33% 75.00% 79.17%	NO YES NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Monticello Academy IDEA Part B Indicator Data

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	92.31%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	92.31%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	31.25%	YES	2024	01/06/2026
			≥ 8.74%	10.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	31.25%	YES	2024	01/06/2026
			≥ 6.54%	40.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	22.29%	YES	2024	01/06/2026
			≤ 35.39%	23.90%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	14.42%	YES	2024	01/06/2026
			≤ 30.35%	19.32%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.43%	YES	2024	12/01/2024
			≤ 9.16%	1.19%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	77.27%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	11/14/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	12/14/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Morgan District IDEA Part B Indicator Data

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	91.67%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.33%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.50%	NO	2024	01/06/2026
			≥ 95.00%	44.44%	NO	2024	01/06/2026
			≥ 95.00%	65.91%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.50%	NO	2024	01/06/2026
			≥ 95.00%	38.89%	NO	2024	01/06/2026
			≥ 95.00%	65.91%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	11.11%	NO	2024	01/06/2026
			≥ 8.74%	42.86%	YES	2024	01/06/2026
			≥ 8.83%	65.91%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	33.33%	YES	2024	01/06/2026
			≥ 6.54%	16.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	8.70%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	16.67%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	16.67%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	41.02%	NO	2024	01/06/2026
			≤ 35.39%	12.20%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	47.32%	NO	2024	01/06/2026

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	34.92%	NO	2024	01/06/2026
			≤ 30.35%	50.33%	NO	2024	01/06/2026
			≤ 26.11%	39.28%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	87.28%	YES	2024	12/01/2024
			≤ 9.16%	4.44%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	73.81% 4.76% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	85.71% 52.94%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	88.24% 41.18%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	92.31% 58.82%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.71%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.36%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2023	01/04/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/04/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	33.33% 77.78% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Mountain Heights Academy IDEA Part B Indicator Data

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	80.85%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	10.64%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	25.93%	NO	2024	01/06/2026
			≥ 95.00%	36.49%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	25.93%	NO	2024	01/06/2026
			≥ 95.00%	36.49%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	36.49%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	66.67%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	38.89%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	39.22%	NO	2024	01/06/2026

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	11.48%	YES	2024	01/06/2026
			≤ 26.11%	22.58%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	99.43%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.56%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.25%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/11/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	15.00% 57.50% 72.50%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Mountain Sunrise Academy IDEA Part B Indicator Data

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.86%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.86%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	25.00%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	16.67%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	0.49%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.82%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	85.07%	YES	2024	12/01/2024
			≤ 9.16%	4.48%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	58.33%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	0.00%	NO	2023	03/20/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/20/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Mountain View Montessori IDEA Part B Indicator Data

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	36.36%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	31.82%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social- Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.96%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/24/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post- secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	01/24/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Mountain West Montessori Academy IDEA Part B Indicator Data

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	7.14%	NO	2024	01/06/2026
			≥ 8.74%	50.00%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	7.14%	NO	2024	01/06/2026
			≥ 6.54%	50.00%	YES	2024	01/06/2026
			≥ 4.60%	33.33%	YES	2024	01/06/2026
	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
3C	Math		≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
	Reading		≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
		Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.19%	NO	2024	01/06/2026
			≤ 35.39%	7.89%	YES	2024	01/06/2026
			≤ 36.03%	-29.63%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	17.86%	YES	2024	01/06/2026
			≤ 30.35%	2.63%	YES	2024	01/06/2026
			≤ 26.11%	-9.33%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	95.83%	YES	2024	12/01/2024
			≤ 9.16%	2.78%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social- Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.71%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.39%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post- secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/11/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Mountainville Academy IDEA Part B Indicator Data

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	38.89%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	55.56%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	8.05%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	2.60%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.40%	YES	2024	12/01/2024
			≤ 9.16%	2.60%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	78.57%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	01/23/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Murray District IDEA Part B Indicator Data

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	58.11%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	35.14%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.25%	YES	2024	01/06/2026
			≥ 95.00%	91.38%	NO	2024	01/06/2026
			≥ 95.00%	80.17%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.25%	YES	2024	01/06/2026
			≥ 95.00%	89.66%	NO	2024	01/06/2026
			≥ 95.00%	77.12%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	11.27%	NO	2024	01/06/2026
			≥ 8.74%	8.16%	NO	2024	01/06/2026
			≥ 8.83%	80.17%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	18.31%	NO	2024	01/06/2026
			≥ 6.54%	10.42%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	4.60%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	25.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	25.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	16.67%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	25.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	35.70%	NO	2024	01/06/2026
			≤ 35.39%	28.75%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	43.41%	NO	2024	01/06/2026

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	30.43%	NO	2024	01/06/2026
			≤ 30.35%	29.58%	YES	2024	01/06/2026
			≤ 26.11%	27.63%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	4.92%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	85.27%	YES	2024	12/01/2024
			≤ 9.16%	2.97%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 52.00%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 56.00%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 64.00%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.84%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.84%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/10/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	18.18%	NO	2024	02/10/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	21.43% 57.14% 76.19%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Navigator Pointe Academy IDEA Part B Indicator Data

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	30.00%	YES	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.74%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	30.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	3.93%	YES	2024	01/06/2026
			≤ 35.39%	55.56%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	9.29%	YES	2024	01/06/2026
			≤ 30.35%	33.33%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A!	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A!	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	84.51%	YES	2024	12/01/2024
			≤ 9.16%	4.23%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	69.23%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.73%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2024	01/31/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2020	01/20/2021
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Nebo District IDEA Part B Indicator Data

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	73.47%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	12.24%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.67%	NO	2024	01/06/2026
			≥ 95.00%	80.94%	NO	2024	01/06/2026
			≥ 95.00%	77.74%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.65%	NO	2024	01/06/2026
			≥ 95.00%	80.12%	NO	2024	01/06/2026
			≥ 95.00%	75.25%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.63%	YES	2024	01/06/2026
			≥ 8.74%	6.30%	NO	2024	01/06/2026
			≥ 8.83%	77.74%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	24.19%	YES	2024	01/06/2026
			≥ 6.54%	4.37%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.38%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	21.74%	YES	2024	01/06/2026
			≥ 23.91%	31.82%	YES	2024	01/06/2026
			≥ 29.62%	38.46%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	56.52%	YES	2024	01/06/2026
			≥ 6.38%	4.55%	NO	2024	01/06/2026
			≥ 12.56%	23.08%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.57%	NO	2024	01/06/2026
			≤ 35.39%	33.35%	YES	2024	01/06/2026
			≤ 36.03%	37.47%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.06%	NO	2024	01/06/2026
			≤ 30.35%	27.44%	YES	2024	01/06/2026
			≤ 26.11%	29.02%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	74.59%	YES	2024	12/01/2024
			≤ 9.16%	10.52%	NO	2024	12/01/2024
			≤ 2.75%	0.62%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	50.54% 39.31% 0.18%	YES NO YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	97.96% 71.48%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	98.80% 68.44%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	99.20% 73.38%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	81.11%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.90%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.81%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/07/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	11/07/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	25.20% 62.99% 76.38%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

No. UT. Acad. for Math Engineering & Science IDEA Part B Indicator Data

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	20.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	46.16%	NO	2024	01/06/2026

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	43.22%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.43%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 68.72%	N/A\$	NA	2024	06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	68.75%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.67%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/17/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	01/17/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	36.36% 81.82% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Noah Webster Academy IDEA Part B Indicator Data

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	26.67%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	20.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	15.00%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.06%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	63.95%	NO	2024	12/01/2024
			≤ 9.16%	3.49%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.67%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.56%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.54%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	01/23/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

North Davis Preparatory Academy IDEA Part B Indicator Data

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	72.73%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	9.09%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	72.73%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.65%	NO	2024	01/06/2026
			≤ 35.39%	21.92%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	48.65%	NO	2024	01/06/2026

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	35.79%	NO	2024	01/06/2026
			≤ 30.35%	8.22%	YES	2024	01/06/2026
			≤ 26.11%	26.32%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.60%	YES	2024	12/01/2024
			≤ 9.16%	0.85%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	81.48%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.15%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	10/11/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	10/11/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

North Sanpete District IDEA Part B Indicator Data

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	54.55%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	40.91%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	95.00%	YES	2024	01/06/2026
			≥ 95.00%	81.03%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	85.00%	NO	2024	01/06/2026
			≥ 95.00%	81.67%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.00%	YES	2024	01/06/2026
			≥ 8.74%	5.26%	NO	2024	01/06/2026
			≥ 8.83%	81.03%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	7.50%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	22.22%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.08%	YES	2024	01/06/2026
			≤ 35.39%	37.60%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	24.31%	YES	2024	01/06/2026

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	16.53%	YES	2024	01/06/2026
			≤ 30.35%	36.99%	NO	2024	01/06/2026
			≤ 26.11%	15.11%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.51%	YES	2024	12/01/2024
			≤ 9.16%	4.23%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	92.68% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	87.50% 57.14%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	78.57% 46.43%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	86.36% 57.14%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.35%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/26/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	55.56%	NO	2024	03/25/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 100.00% 100.00%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

North Star Academy IDEA Part B Indicator Data

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	37.50%	YES	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	50.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	28.50%	NO	2024	01/06/2026
			≤ 35.39%	76.09%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	20.49%	YES	2024	01/06/2026

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.00%	YES	2024	01/06/2026
			≤ 30.35%	43.24%	NO	2024	01/06/2026
			≤ 26.11%	50.00%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.10%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	92.86%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.01%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/30/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

North Summit District IDEA Part B Indicator Data

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	86.67%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	13.33%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	85.71%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	93.10%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	85.71%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	96.55%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	25.00%	YES	2024	01/06/2026
			≥ 8.74%	27.27%	YES	2024	01/06/2026
			≥ 8.83%	93.10%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	33.33%	YES	2024	01/06/2026
			≥ 6.54%	36.36%	YES	2024	01/06/2026
			≥ 4.60%	12.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
			≥ 29.62%	66.67%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	19.74%	YES	2024	01/06/2026
			≤ 35.39%	28.29%	YES	2024	01/06/2026
			≤ 36.03%	31.22%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	24.56%	YES	2024	01/06/2026
			≤ 30.35%	23.64%	YES	2024	01/06/2026
			≤ 26.11%	35.09%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.57%	YES	2024	12/01/2024
			≤ 9.16%	2.81%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 66.67%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 55.56%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 55.56%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.77%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.27%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	01/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	0.67%	NO	2024	9/15/2025

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	01/30/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	21.43% 92.86% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Odyssey Charter School IDEA Part B Indicator Data

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	16.67%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.00%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	36.39%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.06%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	82.98%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	93.75%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	11/20/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	01/27/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Ogden City District IDEA Part B Indicator Data

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	59.68%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	21.77%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.80%	YES	2024	01/06/2026
			≥ 95.00%	97.22%	YES	2024	01/06/2026
			≥ 95.00%	90.63%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	93.75%	NO	2024	01/06/2026
			≥ 95.00%	94.37%	NO	2024	01/06/2026
			≥ 95.00%	88.02%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	9.02%	NO	2024	01/06/2026
			≥ 8.74%	4.92%	NO	2024	01/06/2026
			≥ 8.83%	90.63%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	10.83%	NO	2024	01/06/2026
			≥ 6.54%	3.45%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	3.28%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	6.67%	NO	2024	01/06/2026
			≥ 23.91%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	21.28%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	33.33%	YES	2024	01/06/2026
			≥ 6.38%	22.22%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	10.64%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	21.29%	YES	2024	01/06/2026
			≤ 35.39%	17.12%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	23.26%	YES	2024	01/06/2026

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.55%	YES	2024	01/06/2026
			≤ 30.35%	16.49%	YES	2024	01/06/2026
			≤ 26.11%	14.85%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.52%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	66.26%	NO	2024	12/01/2024
			≤ 9.16%	17.65%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	3.37%	NO	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	78.65%	NO	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	0.00%	YES	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	73.77%	NO	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	26.56%	NO	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	73.33%	NO	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	34.38%	NO	2024	06/30/2025

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	78.95% 34.38%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	66.67%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.14%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	9.10%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	12/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	12/13/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	5.26% 36.84% 65.79%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Ogden Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.74%	NO	2024	01/06/2026
			≥ 95.00%	94.74%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.74%	NO	2024	01/06/2026
			≥ 95.00%	94.74%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	5.56%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	5.56%	NO	2024	01/06/2026
			≥ 6.54%	7.69%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	20.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	9.49%	YES	2024	01/06/2026
			≤ 35.39%	27.78%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	39.24%	NO	2024	01/06/2026

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.42%	YES	2024	01/06/2026
			≤ 30.35%	9.36%	YES	2024	01/06/2026
			≤ 26.11%	20.69%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.94%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	77.71%	YES	2024	12/01/2024
			≤ 9.16%	8.57%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.42%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.28%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2024	12/06/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	12/06/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Open Classroom IDEA Part B Indicator Data

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	83.33%	NO	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	40.00%	YES	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.74%	37.50%	YES	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	40.00%	YES	2024	01/06/2026
			≥ 6.54%	12.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	16.41%	YES	2024	01/06/2026
			≤ 35.39%	-12.50%	YES	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.72%	YES	2024	01/06/2026
			≤ 30.35%	12.50%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	64.00%	NO	2024	12/01/2024
			≤ 9.16%	2.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	84.62%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.14%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	88.89%	NO	2024	01/31/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	01/12/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Pacific Heritage Academy IDEA Part B Indicator Data

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	25.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	-5.49%	YES	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	17.07%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.44%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.43%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 68.72%	N/A\$	NA	2024	06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.80%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.73%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	40.00%	NO	2023	02/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	01/12/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Paradigm High School IDEA Part B Indicator Data

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	80.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	20.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
			≥ 95.00%	86.96%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	41.67%	NO	2024	01/06/2026
			≥ 95.00%	82.61%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	86.96%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	10.53%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	43.24%	NO	2024	01/06/2026
			≤ 36.03%	23.54%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	17.24%	YES	2024	01/06/2026
			≤ 26.11%	6.35%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	98.44%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	83.33%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.58%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/24/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/24/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 0.00% 33.33%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Park City District IDEA Part B Indicator Data

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	96.43%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	59.26%	NO	2024	01/06/2026
			≥ 95.00%	90.38%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	77.50%	NO	2024	01/06/2026
			≥ 95.00%	67.86%	NO	2024	01/06/2026
			≥ 95.00%	90.38%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	38.71%	YES	2024	01/06/2026
			≥ 8.74%	13.33%	YES	2024	01/06/2026
			≥ 8.83%	90.38%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	56.67%	YES	2024	01/06/2026
			≥ 6.54%	11.11%	YES	2024	01/06/2026
			≥ 4.60%	13.16%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
			≥ 29.62%	44.44%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	22.22%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	30.32%	NO	2024	01/06/2026
			≤ 35.39%	46.17%	NO	2024	01/06/2026
			≤ 36.03%	46.12%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	21.28%	YES	2024	01/06/2026
			≤ 30.35%	47.97%	NO	2024	01/06/2026
			≤ 26.11%	37.10%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	87.95%	YES	2024	12/01/2024
			≤ 9.16%	1.20%	YES	2024	12/01/2024
			≤ 2.75%	0.72%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 62.50%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 62.50%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 62.50%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	93.75%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.12%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	6.18%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	11/15/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	11/15/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	37.50% 87.50% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Pinnacle Canyon Academy IDEA Part B Indicator Data

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	90.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	10.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
			≥ 95.00%	78.26%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
			≥ 95.00%	82.61%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	50.00%	YES	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	78.26%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	50.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	-25.00%	YES	2024	01/06/2026
			≤ 35.39%	8.33%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	28.89%	YES	2024	01/06/2026

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	-31.25%	YES	2024	01/06/2026
			≤ 30.35%	12.50%	YES	2024	01/06/2026
			≤ 26.11%	14.75%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.94%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	2.06%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	60.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.42%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	80.00%	NO	2024	11/18/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	11/18/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	25.00% 62.50% 87.50%	YES NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Piute District IDEA Part B Indicator Data

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	62.50%	NO	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	30.77%	NO	2024	01/06/2026
			≤ 35.39%	44.00%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	41.18%	NO	2024	01/06/2026

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	32.00%	NO	2024	01/06/2026
			≤ 30.35%	24.00%	YES	2024	01/06/2026
			≤ 26.11%	12.50%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	87.27%	YES	2024	12/01/2024
			≤ 9.16%	1.82%	YES	2024	12/01/2024
			≤ 2.75%	10.91%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	0.00% 0.00% 0.00%	NO YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	89.47%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.06%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/28/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/28/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 100.00% 100.00%	NO YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Promontory School of Expeditionary Learning IDEA Part B Indicator Data

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	93.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	93.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	20.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	14.29%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	27.45%	NO	2024	01/06/2026
			≤ 35.39%	30.00%	YES	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.04%	YES	2024	01/06/2026
			≤ 30.35%	10.00%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	80.85%	YES	2024	12/01/2024
			≤ 9.16%	1.06%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	88.46%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.30%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.56%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/26/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Providence Hall IDEA Part B Indicator Data

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	59.09%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	18.18%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	88.24%	NO	2024	01/06/2026
			≥ 95.00%	92.16%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.83%	YES	2024	01/06/2026
			≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	92.16%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	4.55%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	92.16%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	21.74%	YES	2024	01/06/2026
			≥ 6.54%	14.29%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	4.65%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	25.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	23.26%	NO	2024	01/06/2026
			≤ 35.39%	35.91%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	35.02%	YES	2024	01/06/2026

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards. Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards. Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 24.98% ≤ 30.35% ≤ 26.11%	19.20% 25.71% 22.96%	YES YES YES	2024 2024 2024	01/06/2026 01/06/2026 01/06/2026
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day. B. Percent of students with IEPs who are served inside the regular class less than 40% of the day. C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.	≥ 66.47% ≤ 9.16% ≤ 2.75%	94.65% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.92%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.91%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/15/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	01/15/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	26.67% 66.67% 80.00%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Provo District IDEA Part B Indicator Data

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	55.56%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.89%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.17%	YES	2024	01/06/2026
			≥ 95.00%	94.25%	NO	2024	01/06/2026
			≥ 95.00%	74.49%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.14%	YES	2024	01/06/2026
			≥ 95.00%	83.15%	NO	2024	01/06/2026
			≥ 95.00%	72.92%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.78%	YES	2024	01/06/2026
			≥ 8.74%	9.21%	YES	2024	01/06/2026
			≥ 8.83%	74.49%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	27.61%	YES	2024	01/06/2026
			≥ 6.54%	4.41%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	16.67%	NO	2024	01/06/2026
			≥ 29.62%	6.25%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	33.33%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	6.25%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.43%	NO	2024	01/06/2026
			≤ 35.39%	34.37%	YES	2024	01/06/2026
			≤ 36.03%	39.02%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.15%	YES	2024	01/06/2026
			≤ 30.35%	28.46%	YES	2024	01/06/2026
			≤ 26.11%	31.41%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	74.60%	YES	2024	12/01/2024
			≤ 9.16%	12.89%	NO	2024	12/01/2024
			≤ 2.75%	0.13%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	60.47% 20.35% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	86.27% 49.30%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	84.62% 50.70%	NO YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	86.89% 49.30%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	82.86%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.33%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/13/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	19.42% 46.60% 98.06%	NO NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Quest Academy IDEA Part B Indicator Data

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	77.78%	NO	2024	01/06/2026
			≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	93.75%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	77.78%	NO	2024	01/06/2026
			≥ 95.00%	78.57%	NO	2024	01/06/2026
			≥ 95.00%	93.75%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	14.29%	NO	2024	01/06/2026
			≥ 8.74%	10.00%	YES	2024	01/06/2026
			≥ 8.83%	93.75%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	21.43%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	7.69%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	50.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	43.29%	NO	2024	01/06/2026
			≤ 35.39%	46.00%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	52.57%	NO	2024	01/06/2026

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	48.27%	NO	2024	01/06/2026
			≤ 30.35%	51.32%	NO	2024	01/06/2026
			≤ 26.11%	47.44%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	2.30%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	2.82%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.61%	YES	2024	12/01/2024
			≤ 9.16%	4.20%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	72.73%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.60%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/07/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	01/07/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Ranches Academy IDEA Part B Indicator Data

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.44%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	37.50%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	35.71%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	16.50%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.87%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	94.55%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	94.44%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.36%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	03/26/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Reagan Academy IDEA Part B Indicator Data

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.89%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	88.89%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	37.50%	YES	2024	01/06/2026
			≥ 8.74%	11.11%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	50.00%	YES	2024	01/06/2026
			≥ 6.54%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	18.75%	YES	2024	01/06/2026
			≤ 35.39%	53.89%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	13.75%	YES	2024	01/06/2026
			≤ 30.35%	20.00%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	96.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	89.47%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.63%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/04/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/04/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Renaissance Academy IDEA Part B Indicator Data

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	33.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	40.00%	YES	2024	01/06/2026
			≥ 8.74%	75.00%	YES	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	60.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	100.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	24.86%	NO	2024	01/06/2026
			≤ 35.39%	-16.67%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	-41.67%	YES	2024	01/06/2026

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	11.62%	YES	2024	01/06/2026
			≤ 30.35%	43.48%	NO	2024	01/06/2026
			≤ 26.11%	-62.50%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	62.92%	NO	2024	12/01/2024
			≤ 9.16%	6.74%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	89.29%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.28%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.37%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	01/25/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2022	01/25/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Rich District IDEA Part B Indicator Data

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	72.73%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	72.73%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	16.67%	YES	2024	01/06/2026
			≥ 8.74%	33.33%	YES	2024	01/06/2026
			≥ 8.83%	80.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	50.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	50.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	14.10%	YES	2024	01/06/2026
			≤ 35.39%	11.83%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	40.58%	NO	2024	01/06/2026

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.23%	YES	2024	01/06/2026
			≤ 30.35%	39.39%	NO	2024	01/06/2026
			≤ 26.11%	35.71%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	80.95%	YES	2024	12/01/2024
			≤ 9.16%	3.57%	YES	2024	12/01/2024
			≤ 2.75%	2.38%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ 100.00%	NA YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ 100.00%	NA YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 100.00%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.19%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.93%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.79%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	01/25/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	01/25/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	25.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Rockwell Charter High School IDEA Part B Indicator Data

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	57.14%	NO	2024	01/06/2026
			≥ 95.00%	62.50%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	28.57%	NO	2024	01/06/2026
			≥ 95.00%	50.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	62.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	23.08%	YES	2024	01/06/2026
			≤ 36.03%	36.71%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	25.00%	YES	2024	01/06/2026
			≤ 26.11%	6.15%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.79%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	53.85%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.06%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	50.00%	NO	2024	02/11/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/11/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 66.67% 100.00%	NO NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Roots Charter High School IDEA Part B Indicator Data

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	70.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	30.00%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	87.50%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	87.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	5.53%	YES	2024	01/06/2026

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	1.85%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.44%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.96%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.06%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.19%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	0.00%	NO	2023	02/02/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/04/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	14.29% 71.43% 78.57%	NO YES NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Salt Lake Academy IDEA Part B Indicator Data

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.33%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.67%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	54.55%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	54.55%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	54.55%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	27.64%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	8.42%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	75.00%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.86%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	88.89%	NO	2023	02/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	02/26/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 83.33% 83.33%	NO YES NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Salt Lake Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Salt Lake Arts Academy IDEA Part B Indicator Data

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	65.63%	NO	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	48.96%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.83%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	75.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.00%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.34%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	01/26/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2021	04/05/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Salt Lake Center for Science Education IDEA Part B Indicator Data

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	97.50%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	90.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	97.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	11.11%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	30.43%	YES	2024	01/06/2026

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	22.42%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	81.01%	YES	2024	12/01/2024
			≤ 9.16%	6.33%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	77.78%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.59%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	66.67%	NO	2023	03/04/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/04/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	75.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Salt Lake Center for Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Salt Lake District IDEA Part B Indicator Data

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	61.09%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	30.54%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.31%	YES	2024	01/06/2026
			≥ 95.00%	94.35%	NO	2024	01/06/2026
			≥ 95.00%	81.71%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.69%	YES	2024	01/06/2026
			≥ 95.00%	91.62%	NO	2024	01/06/2026
			≥ 95.00%	81.66%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	17.37%	YES	2024	01/06/2026
			≥ 8.74%	8.50%	NO	2024	01/06/2026
			≥ 8.83%	81.71%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	22.46%	YES	2024	01/06/2026
			≥ 6.54%	12.00%	YES	2024	01/06/2026
			≥ 4.60%	5.26%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	14.29%	NO	2024	01/06/2026
3C	Math		≥ 29.62%	34.48%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	12.50%	NO	2024	01/06/2026
3D	Reading		≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	13.79%	YES	2024	01/06/2026
		Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	24.87%	NO	2024	01/06/2026
3D	Reading		≤ 35.39%	33.38%	YES	2024	01/06/2026
			≤ 36.03%	27.78%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.69%	YES	2024	01/06/2026
			≤ 30.35%	28.94%	YES	2024	01/06/2026
			≤ 26.11%	21.59%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	68.03%	YES	2024	12/01/2024
			≤ 9.16%	17.60%	NO	2024	12/01/2024
			≤ 2.75%	0.08%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	69.54% 30.46% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	85.53% 40.51%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	88.16% 37.97%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	83.33% 39.24%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.84%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.75%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	94.12%	NO	2022	10/28/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	8.70%	NO	2022	10/28/2022
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	29.21% 64.04% 80.90%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

San Juan District IDEA Part B Indicator Data

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	82.93%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	12.20%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	97.14%	YES	2024	01/06/2026
			≥ 95.00%	91.57%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	91.18%	NO	2024	01/06/2026
			≥ 95.00%	94.29%	NO	2024	01/06/2026
			≥ 95.00%	86.59%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	91.57%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	7.69%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	2.94%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	40.00%	YES	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	60.00%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	66.67%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.35%	NO	2024	01/06/2026
			≤ 35.39%	21.39%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	34.97%	YES	2024	01/06/2026

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	24.55%	YES	2024	01/06/2026
			≤ 30.35%	24.38%	YES	2024	01/06/2026
			≤ 26.11%	14.09%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	85.05%	YES	2024	12/01/2024
			≤ 9.16%	4.18%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	88.00% 12.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	90.91% 63.64%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	90.91% 54.55%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	90.91% 54.55%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	83.33%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.68%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	40.00%	NO	2024	10/08/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	10/07/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	33.33% 66.67% 100.00%	YES NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Scholar Academy IDEA Part B Indicator Data

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	8.33%	NO	2024	01/06/2026
			≥ 8.74%	16.67%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	8.33%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	20.84%	YES	2024	01/06/2026
			≤ 35.39%	7.89%	YES	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	20.24%	YES	2024	01/06/2026
			≤ 30.35%	21.05%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.17%	YES	2024	12/01/2024
			≤ 9.16%	1.74%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	74.07%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.70%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.14%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/06/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/06/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Sevier District IDEA Part B Indicator Data

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	88.46%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.69%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.77%	YES	2024	01/06/2026
			≥ 95.00%	94.59%	NO	2024	01/06/2026
			≥ 95.00%	95.18%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.77%	YES	2024	01/06/2026
			≥ 95.00%	91.67%	NO	2024	01/06/2026
			≥ 95.00%	92.77%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.38%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	95.18%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	21.54%	YES	2024	01/06/2026
			≥ 6.54%	3.13%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
			≥ 29.62%	33.33%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	33.33%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	44.44%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	29.06%	NO	2024	01/06/2026
			≤ 35.39%	45.05%	NO	2024	01/06/2026
			≤ 36.03%	40.59%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	33.23%	NO	2024	01/06/2026
			≤ 30.35%	31.68%	NO	2024	01/06/2026
			≤ 26.11%	35.28%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	87.56%	YES	2024	12/01/2024
			≤ 9.16%	1.21%	YES	2024	12/01/2024
			≤ 2.75%	0.15%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 89.58%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	100.00% 85.42%	YES YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	100.00% 85.42%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	88.57%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.72%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/13/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	33.33% 83.33% 88.89%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Soldier Hollow Charter School IDEA Part B Indicator Data

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	81.25%	NO	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	81.25%	NO	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.38%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	30.77%	YES	2024	01/06/2026
			≥ 6.54%	16.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	30.57%	NO	2024	01/06/2026
			≤ 35.39%	36.36%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.01%	YES	2024	01/06/2026
			≤ 30.35%	15.15%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.84%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/03/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/23/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

South Sanpete School District IDEA Part B Indicator Data

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	76.92%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.69%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	89.13%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	95.24%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	89.13%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	90.48%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	21.95%	YES	2024	01/06/2026
			≥ 8.74%	22.22%	YES	2024	01/06/2026
			≥ 8.83%	95.24%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	26.83%	YES	2024	01/06/2026
			≥ 6.54%	7.41%	YES	2024	01/06/2026
			≥ 4.60%	5.41%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
3C	Math		≥ 29.62%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
3D	Reading		≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
		Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	23.38%	NO	2024	01/06/2026
3D	Reading		≤ 35.39%	22.93%	YES	2024	01/06/2026
			≤ 36.03%	30.68%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	20.37%	YES	2024	01/06/2026
			≤ 30.35%	37.53%	NO	2024	01/06/2026
			≤ 26.11%	24.94%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.01%	YES	2024	12/01/2024
			≤ 9.16%	2.85%	YES	2024	12/01/2024
			≤ 2.75%	0.22%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	73.33% 26.67% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	88.89% 33.33%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	94.44% 38.89%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	88.89% 33.33%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	73.91%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.18%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.49%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	01/31/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	01/31/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	23.08% 61.54% 69.23%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	South Sanpete School District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

South Summit District IDEA Part B Indicator Data

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	50.00%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	41.67%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	85.19%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	85.71%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	6.67%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.74%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.83%	85.19%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	20.00%	NO	2024	01/06/2026
			≥ 6.54%	7.69%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	66.67%	YES	2024	01/06/2026
			≥ 29.62%	66.67%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	66.67%	YES	2024	01/06/2026
			≥ 12.56%	50.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	23.44%	NO	2024	01/06/2026
			≤ 35.39%	47.65%	NO	2024	01/06/2026
			≤ 36.03%	45.45%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.78%	YES	2024	01/06/2026
			≤ 30.35%	42.31%	NO	2024	01/06/2026
			≤ 26.11%	34.44%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.13%	YES	2024	12/01/2024
			≤ 9.16%	2.89%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	100.00% 40.00%	YES NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	80.00% 30.00%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	80.00% 40.00%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	79.41%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.98%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	10/28/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	10/28/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 42.86% 85.71%	NO NO YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Spectrum Academy IDEA Part B Indicator Data

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	79.61%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.77%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	88.18%	NO	2024	01/06/2026
			≥ 95.00%	82.19%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	86.36%	NO	2024	01/06/2026
			≥ 95.00%	83.74%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.31%	YES	2024	01/06/2026
			≥ 8.74%	12.66%	YES	2024	01/06/2026
			≥ 8.83%	82.19%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	18.75%	NO	2024	01/06/2026
			≥ 6.54%	9.09%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	6.90%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	18.75%	YES	2024	01/06/2026
			≥ 23.91%	27.78%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	24.59%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	25.00%	NO	2024	01/06/2026
			≥ 6.38%	11.11%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	11.48%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	4.05%	YES	2024	01/06/2026
			≤ 35.39%	7.13%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	6.84%	YES	2024	01/06/2026

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	5.61%	YES	2024	01/06/2026
			≤ 30.35%	1.55%	YES	2024	01/06/2026
			≤ 26.11%	3.97%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	67.43%	YES	2024	12/01/2024
			≤ 9.16%	25.84%	NO	2024	12/01/2024
			≤ 2.75%	0.31%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	77.14%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.35%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/20/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/20/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	16.67% 56.41% 71.79%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

St. George Academy IDEA Part B Indicator Data

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.33%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	25.00%	YES	2024	01/06/2026
			≥ 8.83%	75.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	34.26%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	30.50%	YES	2024	01/06/2026

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	25.00%	YES	2024	01/06/2026
			≤ 26.11%	36.17%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	88.24%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	81.82%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	02/01/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/05/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	66.67% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Success Academy IDEA Part B Indicator Data

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	100.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	80.86%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	-30.96%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A[	NA	2023	09/18/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/27/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Summit Academy IDEA Part B Indicator Data

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	97.22%	YES	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.44%	NO	2024	01/06/2026
			≥ 95.00%	82.14%	NO	2024	01/06/2026
			≥ 95.00%	60.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.59%	YES	2024	01/06/2026
			≥ 8.74%	36.84%	YES	2024	01/06/2026
			≥ 8.83%	66.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	27.27%	YES	2024	01/06/2026
			≥ 6.54%	19.05%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	7.41%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	50.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.46%	NO	2024	01/06/2026
			≤ 35.39%	24.38%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	19.79%	YES	2024	01/06/2026

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.26%	YES	2024	01/06/2026
			≤ 30.35%	28.63%	YES	2024	01/06/2026
			≤ 26.11%	21.35%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	89.26%	YES	2024	12/01/2024
			≤ 9.16%	2.75%	YES	2024	12/01/2024
			≤ 2.75%	0.28%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	88.89%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.85%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.42%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	04/17/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	04/17/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	43.75% 87.50% 93.75%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Syracuse Arts Academy IDEA Part B Indicator Data

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.35%	YES	2024	01/06/2026
			≥ 95.00%	96.97%	YES	2024	01/06/2026
			≥ 95.00%	87.50%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.35%	YES	2024	01/06/2026
			≥ 95.00%	96.97%	YES	2024	01/06/2026
			≥ 95.00%	86.67%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	35.00%	YES	2024	01/06/2026
			≥ 8.74%	9.68%	YES	2024	01/06/2026
			≥ 8.83%	87.50%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	30.00%	YES	2024	01/06/2026
			≥ 6.54%	12.90%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	28.28%	NO	2024	01/06/2026
			≤ 35.39%	35.39%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	43.26%	NO	2024	01/06/2026

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	37.23%	NO	2024	01/06/2026
			≤ 30.35%	38.19%	NO	2024	01/06/2026
			≤ 26.11%	58.40%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	78.03%	YES	2024	12/01/2024
			≤ 9.16%	1.91%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.71%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.84%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	88.89%	NO	2023	03/14/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/14/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Terra Academy IDEA Part B Indicator Data

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	57.14%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.12%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
			≥ 95.00%	85.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.00%	YES	2024	01/06/2026
			≥ 8.74%	14.29%	YES	2024	01/06/2026
			≥ 8.83%	75.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	31.25%	YES	2024	01/06/2026
			≥ 6.54%	16.67%	YES	2024	01/06/2026
			≥ 4.60%	15.38%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
			≥ 29.62%	33.33%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	10.61%	YES	2024	01/06/2026
			≤ 35.39%	34.55%	YES	2024	01/06/2026
			≤ 36.03%	41.79%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	4.75%	YES	2024	01/06/2026
			≤ 30.35%	16.66%	YES	2024	01/06/2026
			≤ 26.11%	14.47%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	83.23%	YES	2024	12/01/2024
			≤ 9.16%	9.68%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	52.38%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	09/24/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	09/24/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	20.00% 60.00% 60.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

The Center for Creativity Innovation and Discovery IDEA Part B Indicator Data

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	14.29%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs in regular and alternate statewide assessments.					

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	14.29%	NO	2024	01/06/2026
			≥ 6.54%	21.43%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	20.09%	YES	2024	01/06/2026
			≤ 35.39%	31.71%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	16.96%	YES	2024	01/06/2026
			≤ 30.35%	2.96%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	90.59%	YES	2024	12/01/2024
			≤ 9.16%	2.35%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	90.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.31%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/13/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Thomas Edison IDEA Part B Indicator Data

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	84.62%	NO	2024	01/06/2026
			≥ 95.00%	86.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	9.09%	NO	2024	01/06/2026
			≥ 8.74%	14.29%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	27.27%	YES	2024	01/06/2026
			≥ 6.54%	7.69%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	48.67%	NO	2024	01/06/2026
			≤ 35.39%	50.67%	NO	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	39.97%	NO	2024	01/06/2026
			≤ 30.35%	45.41%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	94.57%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	94.29%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.68%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.62%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/06/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/06/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

ThrivePoint Academy IDEA Part B Indicator Data

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A`	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A`	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A`	NA	2024	01/06/2026
			≥ 8.74%	N/A`	NA	2024	01/06/2026
			≥ 8.83%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A`	NA	2024	01/06/2026
			≥ 6.54%	N/A`	NA	2024	01/06/2026
			≥ 4.60%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A`	NA	2024	01/06/2026
			≥ 23.91%	N/A`	NA	2024	01/06/2026
			≥ 29.62%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A`	NA	2024	01/06/2026
			≥ 6.38%	N/A`	NA	2024	01/06/2026
			≥ 12.56%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A`	NA	2024	01/06/2026
			≤ 35.39%	N/A`	NA	2024	01/06/2026
			≤ 36.03%	N/A`	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A`	NA	2024	01/06/2026
			≤ 30.35%	N/A`	NA	2024	01/06/2026
			≤ 26.11%	N/A`	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A`	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A`	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	N/A`	NA	2024	12/01/2024
			≤ 9.16%	N/A`	NA	2024	12/01/2024
			≤ 2.75%	N/A`	NA	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A`</p> <p>N/A` N/A`	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A`</p> <p>N/A`	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A`</p> <p>N/A`	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.43%	N/A`	NA	2024	06/30/2025
			≥ 68.72%	N/A`	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.					
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	N/A`	NA	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A`	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A`	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A`	NA	2024	02/03/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A`	NA	2024	9/15/2025

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A`	NA	2024	07/01/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A`</p> <p>N/A` N/A`	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	ThrivePoint Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Timpanogos Academy IDEA Part B Indicator Data

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	43.75%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	43.75%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	-2.68%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	11.61%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	85.88%	YES	2024	12/01/2024
			≤ 9.16%	2.35%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.47%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.49%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	01/18/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	01/18/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Tintic District IDEA Part B Indicator Data

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	50.00%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	66.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.00%	NO	2024	01/06/2026
			≤ 35.39%	38.89%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	52.17%	NO	2024	01/06/2026

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	31.25%	NO	2024	01/06/2026
			≤ 30.35%	31.25%	NO	2024	01/06/2026
			≤ 26.11%	29.55%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.30%	YES	2024	12/01/2024
			≤ 9.16%	2.70%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	91.67%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/20/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	25.00%	NO	2024	03/20/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	100.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Tooele District IDEA Part B Indicator Data

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	64.24%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	20.61%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.27%	NO	2024	01/06/2026
			≥ 95.00%	89.02%	NO	2024	01/06/2026
			≥ 95.00%	87.92%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	92.79%	NO	2024	01/06/2026
			≥ 95.00%	89.02%	NO	2024	01/06/2026
			≥ 95.00%	87.11%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	12.64%	NO	2024	01/06/2026
			≥ 8.74%	5.63%	NO	2024	01/06/2026
			≥ 8.83%	87.92%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	14.13%	NO	2024	01/06/2026
			≥ 6.54%	7.04%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	4.18%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	33.33%	YES	2024	01/06/2026
			≥ 29.62%	33.33%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	22.22%	NO	2024	01/06/2026
			≥ 6.38%	8.33%	YES	2024	01/06/2026
			≥ 12.56%	16.67%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	22.81%	YES	2024	01/06/2026
			≤ 35.39%	27.13%	YES	2024	01/06/2026
			≤ 36.03%	26.10%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	18.58%	YES	2024	01/06/2026
			≤ 30.35%	34.47%	NO	2024	01/06/2026
			≤ 26.11%	22.75%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.25%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	80.17%	YES	2024	12/01/2024
			≤ 9.16%	7.34%	YES	2024	12/01/2024
			≤ 2.75%	0.31%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	75.72% 23.12% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	67.61% 18.31%	NO NO	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	81.69% 2.82%	NO NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	71.43% 29.58%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	67.24%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.85%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.32%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/11/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	18.89% 62.22% 70.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Treeside Charter School IDEA Part B Indicator Data

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	39.66%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	27.59%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.02%	YES	2024	12/01/2024
			≤ 9.16%	6.98%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	66.67%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.19%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	60.00%	NO	2023	03/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	03/11/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Treeside Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Uintah District IDEA Part B Indicator Data

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	55.10%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	38.78%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.38%	NO	2024	01/06/2026
			≥ 95.00%	87.14%	NO	2024	01/06/2026
			≥ 95.00%	73.74%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	94.38%	NO	2024	01/06/2026
			≥ 95.00%	87.14%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	12.50%	NO	2024	01/06/2026
			≥ 8.74%	7.14%	NO	2024	01/06/2026
			≥ 8.83%	73.74%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	23.61%	YES	2024	01/06/2026
			≥ 6.54%	10.71%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	4.55%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	25.00%	YES	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
			≥ 29.62%	44.44%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	25.00%	NO	2024	01/06/2026
			≥ 6.38%	20.00%	YES	2024	01/06/2026
			≥ 12.56%	44.44%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	31.10%	NO	2024	01/06/2026
			≤ 35.39%	29.68%	YES	2024	01/06/2026
			≤ 36.03%	40.75%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	29.19%	NO	2024	01/06/2026
			≤ 30.35%	26.59%	YES	2024	01/06/2026
			≤ 26.11%	35.48%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.23%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	70.59%	YES	2024	12/01/2024
			≤ 9.16%	9.73%	NO	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.75%	0.00%	YES	2024	12/01/2024

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	2.21%	NO	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	87.50%	NO	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	0.00%	YES	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	91.67%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	55.38%	NO	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	90.48%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	41.54%	NO	2024	06/30/2025

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	93.33% 60.00%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	77.42%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.19%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.79%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	10/25/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	31.00%	NO	2023	10/25/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	27.27% 78.79% 87.88%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Uintah River High IDEA Part B Indicator Data

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.33%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.67%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	88.89%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	12.82%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	0.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.81%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	50.00%	NO	2024	09/25/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	44.44%	NO	2024	09/25/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	50.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah Arts Academy IDEA Part B Indicator Data

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	14.29%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	14.29%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	20.00%	YES	2024	01/06/2026
			≥ 8.83%	14.29%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	40.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	22.86%	YES	2024	01/06/2026
			≤ 36.03%	65.56%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	-20.95%	YES	2024	01/06/2026
			≤ 26.11%	16.67%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.55%	YES	2024	12/01/2024
			≤ 9.16%	6.45%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.71%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.36%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A[	NA	2024	03/04/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2024	03/04/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	0.00% 0.00% 0.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah Career Path High School IDEA Part B Indicator Data

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	75.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.67%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	55.56%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	61.11%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	55.56%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	-5.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	6.98%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.05%	YES	2024	12/01/2024
			≤ 9.16%	2.33%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	50.00%	NO	2024	02/10/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/10/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	20.00% 60.00% 80.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah Connections Academy IDEA Part B Indicator Data

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	90.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.00%	NO	2024	01/06/2026
			≥ 95.00%	64.71%	NO	2024	01/06/2026
			≥ 95.00%	57.78%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	90.00%	NO	2024	01/06/2026
			≥ 95.00%	76.47%	NO	2024	01/06/2026
			≥ 95.00%	54.35%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	12.50%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	57.78%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
			≥ 4.60%	4.55%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
			≥ 29.62%	33.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	27.50%	NO	2024	01/06/2026
			≤ 35.39%	40.71%	NO	2024	01/06/2026
			≤ 36.03%	34.92%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	22.41%	YES	2024	01/06/2026
			≤ 30.35%	19.09%	YES	2024	01/06/2026
			≤ 26.11%	15.03%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.95%	YES	2024	12/01/2024
			≤ 9.16%	5.77%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	81.48%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.50%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.38%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	01/22/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2024	01/22/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	20.00% 40.00% 50.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah County Academy of Science IDEA Part B Indicator Data

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	80.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	-12.45%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	-2.08%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	75.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	11/01/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/13/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	100.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah County Academy of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah International Charter School IDEA Part B Indicator Data

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
			≥ 4.60%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	7.07%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	3.49%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	78.57%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.00%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.88%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	0.00%	NO	2024	02/19/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/19/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	100.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah Military Academy IDEA Part B Indicator Data

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	82.35%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	17.65%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	93.55%	NO	2024	01/06/2026
			≥ 95.00%	77.97%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	90.32%	NO	2024	01/06/2026
			≥ 95.00%	77.97%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	77.97%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	100.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	23.81%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	25.55%	YES	2024	01/06/2026

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	12.73%	YES	2024	01/06/2026
			≤ 26.11%	12.95%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.29%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	75.52%	YES	2024	12/01/2024
			≤ 9.16%	4.90%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	47.62%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.30%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.74%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	83.33%	NO	2024	03/17/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/17/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	20.00% 60.00% 80.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah Schools for Deaf & Blind IDEA Part B Indicator Data

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	55.56%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	83.33%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	95.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	60.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	20.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	7.69%	YES	2024	01/06/2026
			≤ 35.39%	20.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	-0.42%	YES	2024	01/06/2026

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	15.38%	YES	2024	01/06/2026
			≤ 30.35%	0.00%	YES	2024	01/06/2026
			≤ 26.11%	0.00%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	N/A#	NA	2024	12/01/2024
			≤ 9.16%	N/A#	NA	2024	12/01/2024
			≤ 2.75%	N/A#	NA	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A#	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A#	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A#	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	85.71%	NO	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	38.89%	NO	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	91.67%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	44.44%	NO	2024	06/30/2025

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	94.29% 44.44%	YES NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	86.49%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A[	NA	2024	02/25/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	44.44%	NO	2024	02/25/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	50.00% 50.00% 50.00%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Utah Virtual Academy IDEA Part B Indicator Data

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	89.74%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	64.00%	NO	2024	01/06/2026
			≥ 95.00%	48.96%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	87.50%	NO	2024	01/06/2026
			≥ 95.00%	64.00%	NO	2024	01/06/2026
			≥ 95.00%	45.83%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	7.69%	NO	2024	01/06/2026
			≥ 8.74%	9.68%	YES	2024	01/06/2026
			≥ 8.83%	48.96%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	100.00%	YES	2024	01/06/2026
			≥ 29.62%	75.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	100.00%	YES	2024	01/06/2026
			≥ 12.56%	25.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	25.10%	NO	2024	01/06/2026
			≤ 35.39%	24.61%	YES	2024	01/06/2026
			≤ 36.03%	20.92%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	25.42%	NO	2024	01/06/2026
			≤ 30.35%	24.82%	YES	2024	01/06/2026
			≤ 26.11%	16.67%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	57.51%	NO	2024	12/01/2024
			≤ 9.16%	10.69%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	88.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.93%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	02/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	02/14/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	20.59% 50.00% 70.59%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Valley Academy IDEA Part B Indicator Data

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	10.00%	NO	2024	01/06/2026
			≥ 8.74%	11.11%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	30.00%	YES	2024	01/06/2026
			≥ 6.54%	11.11%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	28.03%	NO	2024	01/06/2026
			≤ 35.39%	15.81%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	13.66%	YES	2024	01/06/2026
			≤ 30.35%	15.81%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	97.92%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	1.04%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	91.67%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.59%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/19/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/19/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Vanguard Academy IDEA Part B Indicator Data

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	88.89%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	33.33%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	50.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	50.00%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	36.11%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	36.16%	NO	2024	01/06/2026

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	55.56%	NO	2024	01/06/2026
			≤ 26.11%	22.50%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	93.75%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	100.00%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/14/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/14/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	33.33% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Venture Academy IDEA Part B Indicator Data

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	62.50%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	37.50%	NO	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	91.11%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	94.44%	NO	2024	01/06/2026
			≥ 95.00%	88.89%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	25.00%	YES	2024	01/06/2026
			≥ 8.74%	5.56%	NO	2024	01/06/2026
			≥ 8.83%	91.11%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	33.33%	YES	2024	01/06/2026
			≥ 6.54%	5.88%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	71.43%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	14.29%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	2.27%	YES	2024	01/06/2026
			≤ 35.39%	30.15%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	21.85%	YES	2024	01/06/2026

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	7.58%	YES	2024	01/06/2026
			≤ 30.35%	15.94%	YES	2024	01/06/2026
			≤ 26.11%	15.82%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	91.54%	YES	2024	12/01/2024
			≤ 9.16%	1.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	90.63%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.22%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/21/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	25.00% 75.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Virtual Horizons Charter School IDEA Part B Indicator Data

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A`	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A`	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A`	NA	2024	01/06/2026
			≥ 8.74%	N/A`	NA	2024	01/06/2026
			≥ 8.83%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A`	NA	2024	01/06/2026
			≥ 6.54%	N/A`	NA	2024	01/06/2026
			≥ 4.60%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A`	NA	2024	01/06/2026
			≥ 23.91%	N/A`	NA	2024	01/06/2026
			≥ 29.62%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A`	NA	2024	01/06/2026
			≥ 6.38%	N/A`	NA	2024	01/06/2026
			≥ 12.56%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A`	NA	2024	01/06/2026
			≤ 35.39%	N/A`	NA	2024	01/06/2026
			≤ 36.03%	N/A`	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A`	NA	2024	01/06/2026
			≤ 30.35%	N/A`	NA	2024	01/06/2026
			≤ 26.11%	N/A`	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A`	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A`	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	N/A`	NA	2024	12/01/2024
			≤ 9.16%	N/A`	NA	2024	12/01/2024
			≤ 2.75%	N/A`	NA	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A`	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A`	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A`	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A`	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A`	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A`	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A`	NA	2024	06/30/2025

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.43%	N/A`	NA	2024	06/30/2025
			≥ 68.72%	N/A`	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.					
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	N/A`	NA	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A`	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A`	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A`	NA	2024	02/03/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A`	NA	2024	9/15/2025

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A`	NA	2024	07/01/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A`</p> <p>N/A` N/A`	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Virtual Horizons Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Vista School IDEA Part B Indicator Data

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	86.36%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	83.33%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	81.82%	NO	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	10.53%	NO	2024	01/06/2026
			≥ 8.74%	9.09%	YES	2024	01/06/2026
			≥ 8.83%	83.33%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	11.11%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	0.00%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	0.00%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	39.91%	NO	2024	01/06/2026
			≤ 35.39%	50.71%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	17.16%	YES	2024	01/06/2026

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	19.52%	YES	2024	01/06/2026
			≤ 30.35%	35.29%	NO	2024	01/06/2026
			≤ 26.11%	58.21%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	92.31%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	74.19%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.28%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.84%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/21/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/21/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Voyage Academy IDEA Part B Indicator Data

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	15.38%	NO	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	15.38%	NO	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A`	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
			≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
			≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	37.18%	NO	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
			≤ 36.03%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	32.06%	NO	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	100.00%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	70.37%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.24%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/21/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	03/09/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Walden School of Liberal Arts IDEA Part B Indicator Data

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	57.14%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	54.55%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	57.14%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
			≥ 95.00%	81.82%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	33.33%	YES	2024	01/06/2026
			≥ 8.83%	54.55%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	28.57%	YES	2024	01/06/2026
			≥ 6.54%	16.67%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	11.11%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	19.05%	YES	2024	01/06/2026
			≤ 35.39%	33.34%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	34.11%	YES	2024	01/06/2026

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	9.53%	YES	2024	01/06/2026
			≤ 30.35%	23.33%	YES	2024	01/06/2026
			≤ 26.11%	18.44%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	98.11%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	83.72%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.13%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.75%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	60.00%	NO	2023	03/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	03/21/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Walden School of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Wallace Stegner Academy IDEA Part B Indicator Data

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.83%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	92.31%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.83%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	91.67%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	8.70%	NO	2024	01/06/2026
			≥ 8.74%	7.41%	NO	2024	01/06/2026
			≥ 8.83%	92.31%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	13.04%	NO	2024	01/06/2026
			≥ 6.54%	7.41%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	20.00%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	100.00%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.18%	NO	2024	01/06/2026
			≤ 35.39%	33.74%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	12.59%	YES	2024	01/06/2026

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.82%	NO	2024	01/06/2026
			≤ 30.35%	29.87%	YES	2024	01/06/2026
			≤ 26.11%	22.11%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.11%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.63%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	80.58%	YES	2024	12/01/2024
			≤ 9.16%	3.31%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	80.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.17%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2022	03/09/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2022	03/09/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Wasatch District IDEA Part B Indicator Data

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	78.69%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	3.28%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	89.04%	NO	2024	01/06/2026
			≥ 95.00%	79.17%	NO	2024	01/06/2026
			≥ 95.00%	78.26%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	90.41%	NO	2024	01/06/2026
			≥ 95.00%	79.59%	NO	2024	01/06/2026
			≥ 95.00%	75.00%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	26.67%	YES	2024	01/06/2026
			≥ 8.74%	19.35%	YES	2024	01/06/2026
			≥ 8.83%	78.26%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	34.43%	YES	2024	01/06/2026
			≥ 6.54%	15.63%	YES	2024	01/06/2026
			≥ 4.60%	8.62%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	28.57%	YES	2024	01/06/2026
			≥ 29.62%	9.09%	NO	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	0.00%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	34.22%	NO	2024	01/06/2026
			≤ 35.39%	40.54%	NO	2024	01/06/2026
			≤ 36.03%	40.45%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	32.61%	NO	2024	01/06/2026
			≤ 30.35%	38.87%	NO	2024	01/06/2026
			≤ 26.11%	35.95%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.77%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.61%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	86.78%	YES	2024	12/01/2024
			≤ 9.16%	2.39%	YES	2024	12/01/2024
			≤ 2.75%	0.14%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	83.33% 59.52%	NO YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	91.89% 47.62%	YES NO	2024 2024	06/30/2025 06/30/2025

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	86.67% 59.52%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	85.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.35%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.95%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/20/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	02/20/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	25.71% 77.14% 91.43%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Wasatch Peak Academy IDEA Part B Indicator Data

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	33.33%	YES	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	38.89%	YES	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	100.00%	YES	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	18.14%	YES	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	23.43%	YES	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	94.85%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	90.63%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.63%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	02/24/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2022	03/24/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Wasatch Waldorf Charter School IDEA Part B Indicator Data

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.95%	NO	2024	01/06/2026
			≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	80.95%	NO	2024	01/06/2026
			≥ 95.00%	71.43%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	25.00%	YES	2024	01/06/2026
			≥ 8.74%	25.00%	YES	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	0.00%	NO	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	0.00%	NO	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	100.00%	YES	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	-3.12%	YES	2024	01/06/2026
			≤ 35.39%	19.23%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	9.38%	YES	2024	01/06/2026
			≤ 30.35%	27.45%	YES	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	89.13%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	N/A-	NA	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	N/A-	NA	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	N/A-	NA	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	N/A\$	NA	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	N/A\$	NA	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	N/A\$	NA	2024	06/30/2025

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	76.47%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/07/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/07/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Washington District IDEA Part B Indicator Data

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	68.00%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.43%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	90.38%	NO	2024	01/06/2026
			≥ 95.00%	84.24%	NO	2024	01/06/2026
			≥ 95.00%	77.58%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	90.38%	NO	2024	01/06/2026
			≥ 95.00%	82.52%	NO	2024	01/06/2026
			≥ 95.00%	77.02%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	20.85%	YES	2024	01/06/2026
			≥ 8.74%	10.39%	YES	2024	01/06/2026
			≥ 8.83%	77.58%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	23.10%	YES	2024	01/06/2026
			≥ 6.54%	13.84%	YES	2024	01/06/2026
			≥ 4.60%	8.79%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	16.67%	YES	2024	01/06/2026
			≥ 23.91%	41.94%	YES	2024	01/06/2026
			≥ 29.62%	41.18%	YES	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	43.33%	YES	2024	01/06/2026
			≥ 6.38%	19.35%	YES	2024	01/06/2026
			≥ 12.56%	21.57%	YES	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	26.00%	NO	2024	01/06/2026
			≤ 35.39%	41.50%	NO	2024	01/06/2026
			≤ 36.03%	40.11%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	26.08%	NO	2024	01/06/2026
			≤ 30.35%	36.47%	NO	2024	01/06/2026
			≤ 26.11%	32.85%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.03%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	83.73%	YES	2024	12/01/2024
			≤ 9.16%	6.16%	YES	2024	12/01/2024
			≤ 2.75%	2.21%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	58.88% 25.62% 0.45%	YES YES NO	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	94.50% 69.46%	YES YES	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	89.47% 62.76%	NO YES	2024 2024	06/30/2025 06/30/2025

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	94.42% 73.64%	YES YES	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	70.31%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	5.13%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2024	03/06/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2024	03/06/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	23.60% 59.63% 78.88%	YES NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Wayne District IDEA Part B Indicator Data

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	100.00%	YES	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	0.00%	NO	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	100.00%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	16.67%	YES	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	57.58%	NO	2024	01/06/2026
			≤ 35.39%	60.71%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	28.94%	YES	2024	01/06/2026

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	41.67%	NO	2024	01/06/2026
			≤ 30.35%	64.29%	NO	2024	01/06/2026
			≤ 26.11%	25.44%	YES	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	89.23%	YES	2024	12/01/2024
			≤ 9.16%	0.00%	YES	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	100.00% 0.00% 0.00%	YES YES YES	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	58.82%	NO	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.50%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.95%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/28/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	40.00%	NO	2023	03/28/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	50.00% 100.00% 100.00%	YES YES YES	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Weber District IDEA Part B Indicator Data

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	56.95%	NO	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	18.26%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	96.25%	YES	2024	01/06/2026
			≥ 95.00%	88.18%	NO	2024	01/06/2026
			≥ 95.00%	86.96%	NO	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	95.55%	YES	2024	01/06/2026
			≥ 95.00%	87.36%	NO	2024	01/06/2026
			≥ 95.00%	86.10%	NO	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	13.30%	NO	2024	01/06/2026
			≥ 8.74%	6.96%	NO	2024	01/06/2026
			≥ 8.83%	86.96%	YES	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	19.07%	NO	2024	01/06/2026
			≥ 6.54%	4.06%	NO	2024	01/06/2026
			≥ 4.60%	1.86%	NO	2024	01/06/2026
3C	Reading	Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	25.00%	YES	2024	01/06/2026
			≥ 23.91%	27.27%	YES	2024	01/06/2026
3C	Math		≥ 29.62%	22.22%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	30.00%	NO	2024	01/06/2026
3C	Math		≥ 6.38%	0.00%	NO	2024	01/06/2026
			≥ 12.56%	11.11%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	27.03%	NO	2024	01/06/2026
			≤ 35.39%	27.08%	YES	2024	01/06/2026
			≤ 36.03%	38.69%	NO	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	28.27%	NO	2024	01/06/2026
			≤ 30.35%	25.15%	YES	2024	01/06/2026
			≤ 26.11%	27.12%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.13%	NO	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.20%	NO	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	63.72%	NO	2024	12/01/2024
			≤ 9.16%	8.67%	YES	2024	12/01/2024
			≤ 2.75%	1.87%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 48.65%	10.10%	NO	2024	12/01/2024
		B. Percent of students attending a separate education class, separate school, or residential facility.	≤ 32.00%	64.11%	NO	2024	12/01/2024
		C. Percent of students receiving special education and related services in the home.	≤ 0.29%	0.00%	YES	2024	12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.18%	94.55%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 57.90%	44.35%	NO	2024	06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 89.71%	92.11%	YES	2024	06/30/2025
		2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 49.74%	44.35%	NO	2024	06/30/2025

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	89.42% 47.83%	NO NO	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	82.76%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.64%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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%	NO	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	03/28/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2024	9/15/2025

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	20.00%	NO	2023	03/28/2024
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	11.82% 54.55% 80.00%	NO NO NO	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Weber State University Charter Academy IDEA Part B Indicator Data

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A`	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A`	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
			≥ 95.00%	N/A`	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A`	NA	2024	01/06/2026
			≥ 8.74%	N/A`	NA	2024	01/06/2026
			≥ 8.83%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A`	NA	2024	01/06/2026
			≥ 6.54%	N/A`	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A`	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A`	NA	2024	01/06/2026
			≥ 23.91%	N/A`	NA	2024	01/06/2026
			≥ 29.62%	N/A`	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A`	NA	2024	01/06/2026
			≥ 6.38%	N/A`	NA	2024	01/06/2026
			≥ 12.56%	N/A`	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A`	NA	2024	01/06/2026
			≤ 35.39%	N/A`	NA	2024	01/06/2026
			≤ 36.03%	N/A`	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A`	NA	2024	01/06/2026
			≤ 30.35%	N/A`	NA	2024	01/06/2026
			≤ 26.11%	N/A`	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A`	NA	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A`	NA	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	N/A`	NA	2024	12/01/2024
			≤ 9.16%	N/A`	NA	2024	12/01/2024
			≤ 2.75%	N/A`	NA	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A`</p> <p>N/A` N/A`	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social- Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A`</p> <p>N/A`	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A`</p> <p>N/A`	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A`</p> <p>N/A`	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	N/A`	NA	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A`	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A`	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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%	N/A`	NA	2024	02/03/2025
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A`	NA	2024	9/15/2025

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post- secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A`	NA	2024	07/01/2025
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A`</p> <p>N/A` N/A`	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Weber State University Charter Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Weilenmann School of Discovery IDEA Part B Indicator Data

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	NA	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	NA	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	100.00%	YES	2024	01/06/2026
			≥ 95.00%	66.67%	NO	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	37.50%	YES	2024	01/06/2026
			≥ 8.74%	0.00%	NO	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	25.00%	YES	2024	01/06/2026
			≥ 6.54%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	50.00%	YES	2024	01/06/2026
			≥ 23.91%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	0.00%	NO	2024	01/06/2026
			≥ 6.38%	0.00%	NO	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	7.12%	YES	2024	01/06/2026
			≤ 35.39%	61.54%	NO	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	8.85%	YES	2024	01/06/2026
			≤ 30.35%	53.85%	NO	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	80.43%	YES	2024	12/01/2024
			≤ 9.16%	13.04%	NO	2024	12/01/2024
			≤ 2.75%	0.00%	YES	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	88.89%	YES	2024	12/17/2025
9	Disproportionate Representation by Race/Ethnicity	Percent of 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%	NO	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	12/11/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	N/A[	NA	2023	12/11/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Weilenmann School of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025

Winter Sports School IDEA Part B Indicator Data

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2024	01/14/2025
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2024	01/14/2025
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate statewide assessments.					
		Participation rate of grade 8 students with IEPs in regular and alternate statewide assessments.	≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
			≥ 95.00%	N/A^	NA	2024	01/06/2026
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 15.48%	N/A^	NA	2024	01/06/2026
			≥ 8.74%	N/A^	NA	2024	01/06/2026
			≥ 8.83%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.					

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 20.43%	N/A^	NA	2024	01/06/2026
			≥ 6.54%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 4.60%	N/A^	NA	2024	01/06/2026
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 15.17%	N/A^	NA	2024	01/06/2026
			≥ 23.91%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 29.62%	N/A^	NA	2024	01/06/2026
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.					
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	≥ 31.56%	N/A^	NA	2024	01/06/2026
			≥ 6.38%	N/A^	NA	2024	01/06/2026
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	≥ 12.56%	N/A^	NA	2024	01/06/2026
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 23.07%	N/A^	NA	2024	01/06/2026
			≤ 35.39%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	≤ 36.03%	N/A^	NA	2024	01/06/2026

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.					
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	≤ 24.98%	N/A^	NA	2024	01/06/2026
			≤ 30.35%	N/A^	NA	2024	01/06/2026
			≤ 26.11%	N/A^	NA	2024	01/06/2026
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.					
4A	Suspension/Expulsion	Percent of LEAs that have a 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	2024	02/14/2025
4B	Suspension/Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not 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	2024	02/14/2025
5	Education Environments (students aged 5 in kindergarten and aged 6–21)	A. Percent of students with IEPs who are served inside the regular class 80% or more of the day.					
		B. Percent of students with IEPs who are served inside the regular class less than 40% of the day.	≥ 66.47%	N/A"	NA	2024	12/01/2024
			≤ 9.16%	N/A"	NA	2024	12/01/2024
			≤ 2.75%	N/A"	NA	2024	12/01/2024
		C. Percent of students with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.					

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students aged 3–5 in a preschool program)	A. Percent of students attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Percent of students attending a separate education class, separate school, or residential facility. C. Percent of students receiving special education and related services in the home.	≥ 48.65% ≤ 32.00% ≤ 0.29%	N/A- N/A- N/A-	NA NA NA	2024 2024 2024	12/01/2024 12/01/2024 12/01/2024
7A	Positive Social-Emotional Skills (including social relationships)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.18% ≥ 57.90%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 89.71% ≥ 49.74%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Of those preschool students aged 3–5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 90.43% ≥ 68.72%	N/A\$ N/A\$	NA NA	2024 2024	06/30/2025 06/30/2025
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2022: ≥ 78.58% FFY 2023: ≥ 78.79% FFY 2024: ≥ 79.19%	0.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	NA	2024	02/03/2025
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days 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	2023	09/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A&	NA	2024	9/15/2025

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	2023	09/14/2023
14	Post-School Outcomes	A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. B. Percent of youth who are on longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 20.31% ≥ 66.75% ≥ 83.69%	N/A— N/A— N/A—	NA NA NA	2024 2024 2024	12/19/2025 12/19/2025 12/19/2025

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A~	2024	06/30/2025
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.25%	N/A~	N/A~	2024	06/30/2025