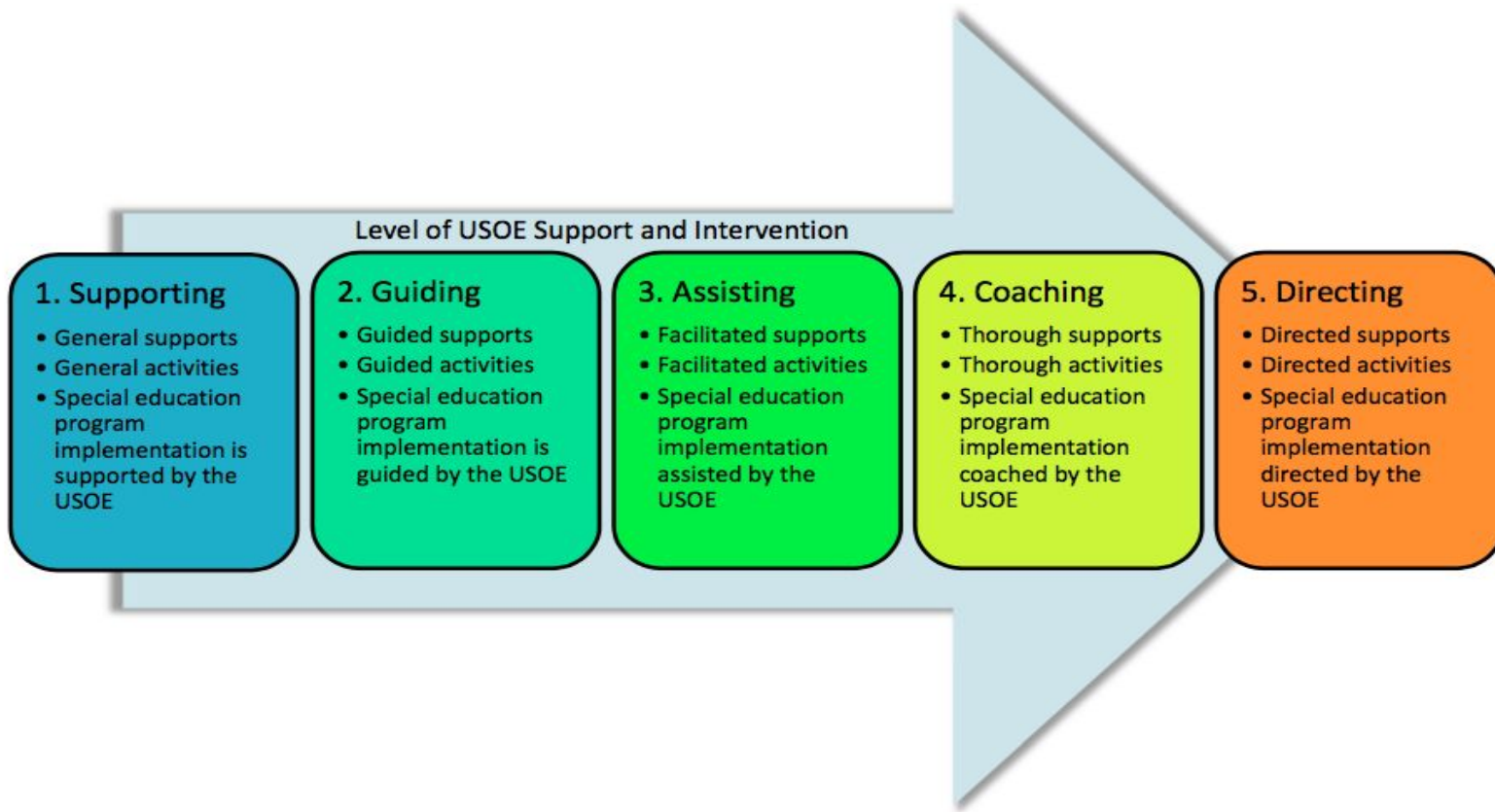


Special education compliance

Historical scores and current data

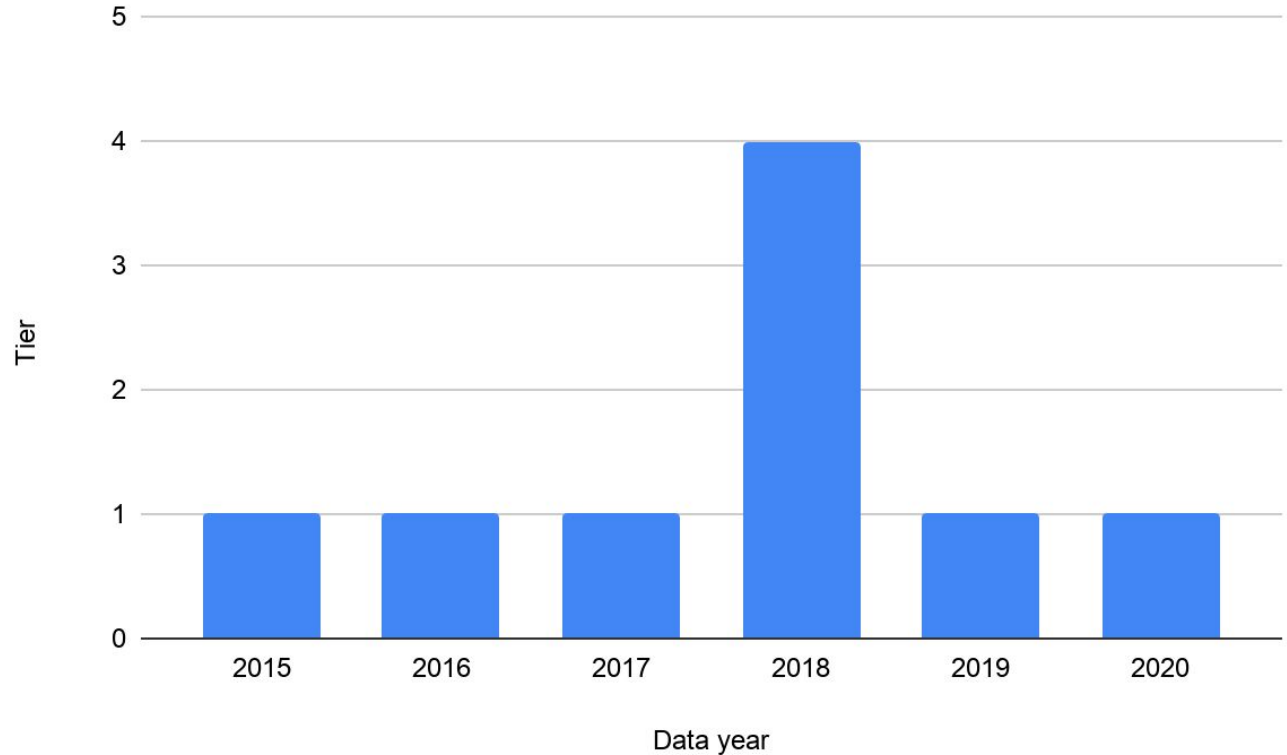
Special Education Program Implementation Monitoring Tiers



For more information on tier determination, please click [here](#)

OPA RDA tier data

OPA's 2019 risk score was related to dropout rate and proficiency in Math and ELA.

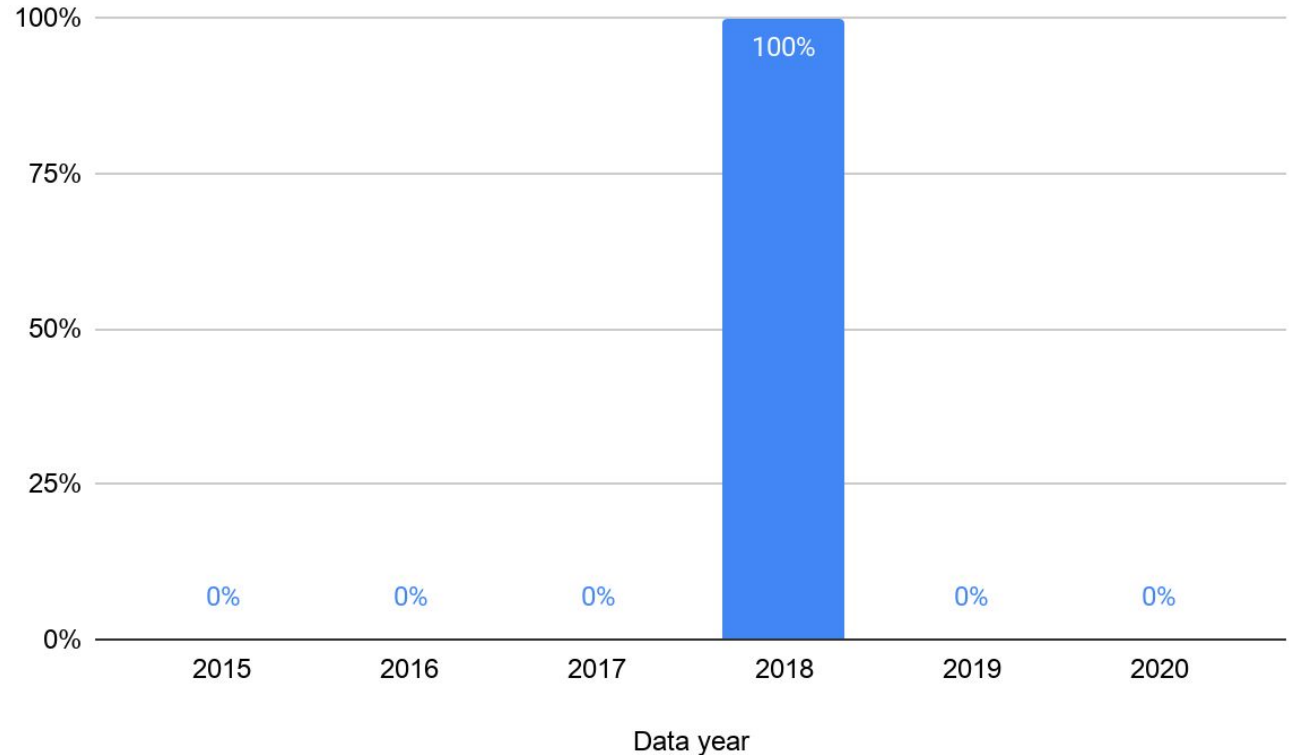


Indicator 1- Percent of students graduating

Because OPA only goes to 9th grade, this indicator has not affected us.

Indicator 2- percent of students dropping out

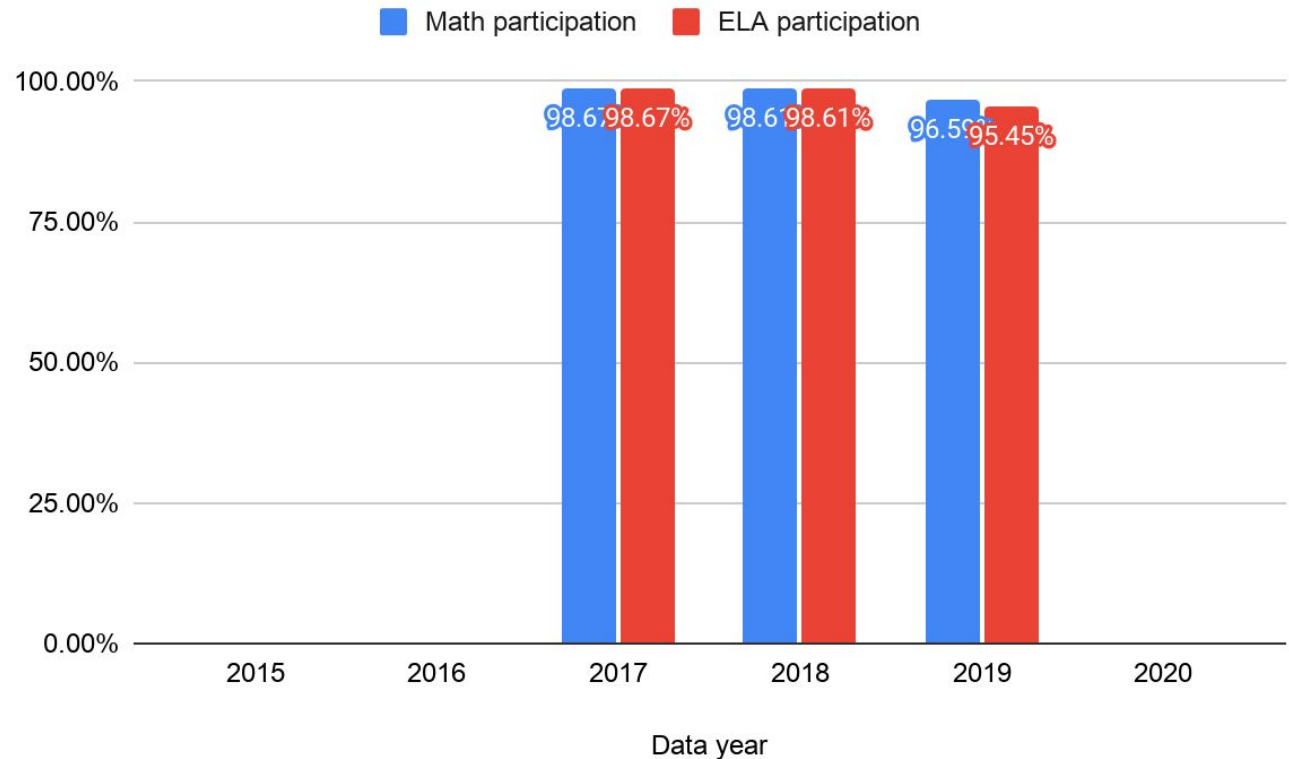
Dropout is calculated by the number of students who did not graduate when leaving OPA (0) and the number of students who did not return and were not picked up by another school by Sept 30 divided by the total number of students we graduated (0).



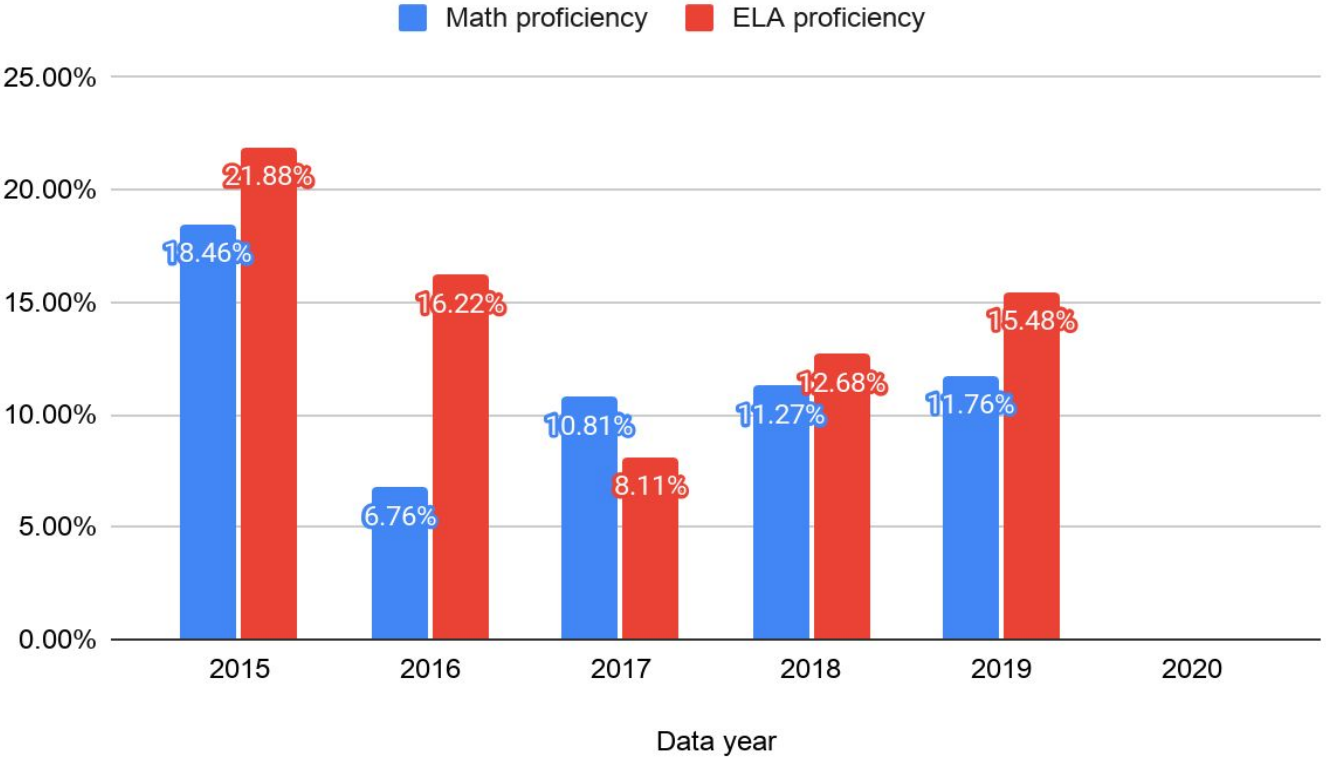
Indicator 3b- State assessment participation

For report year 2016 and 2017, participation data was not provided to LEA's. Score includes participation in SAGE/RISE and DLM/UAA by all students with disabilities. Students opting out and failures with RISE last year may affect this score.

RISE and DLM were cancelled for the 2020-2021 school year, so no data is available.



Indicator 3c- State assessment proficiency



RISE and DLM were cancelled for the 2020/2021 school year, so no data is available.

State target setting

Based on trends and an analysis of the standard deviation for growth, the state and stakeholders (including OPA) set a new yearly growth target in FFY20. Please see next slide for actual target percentages for proficiency through 2023.

3C Standard Deviations and Trends

	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	Trend (AVG pp point change)	0.05 StDev	0.025 StDev
Reading grades 3-8	2.0	-0.5	1.0	1.8	1.1	1.8%	0.9%
Reading grades 9-10	-0.2	-0.1	1.7	1.7	0.8	1.5%	0.7%
Math grades 3-8	0.6	0.3	0.5	-0.5	0.2	1.9%	1.0%
Math grades 9-10	-0.1	-0.5	-0.6	-1.1	-0.6	1.1%	0.6%

New targets

3C New Targets

Based on .025 Standard Deviation

(on target to reach .25 SD change in 10 years)

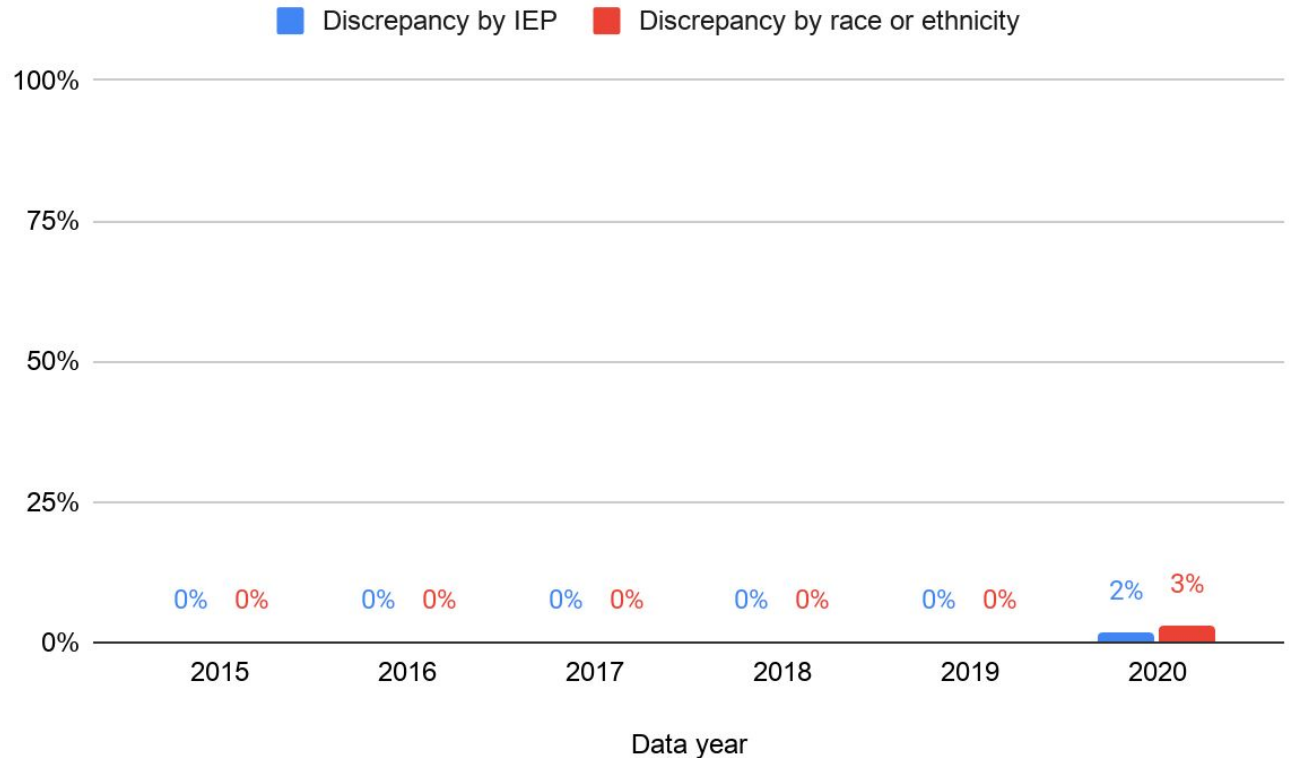
Though no data exists for FFY 2020, the anticipated proficiency target for FFY 2021 is in red. It is unknown at this time whether the state will readjust targets based on this years data due to the disruption of the last year.

	FFY 2018 Baseline	0.025 Standard Deviation	FFY 2019 Target	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target	FFY 2023 Target
Reading grades 3-8	17.4%	0.9%	18.3%	19.2%	20.1%	21.0%	21.9%
Reading grades 9-10	11.71%	0.7%	12.41%	13.11%	13.81%	14.51%	15.21%
Math grades 3-8	17.88%	1.0%	18.88%	19.88%	20.88%	21.88%	22.88%
Math grades 9-10	4.81%	0.6%	5.41%	6.01%	6.61%	7.21%	7.81%

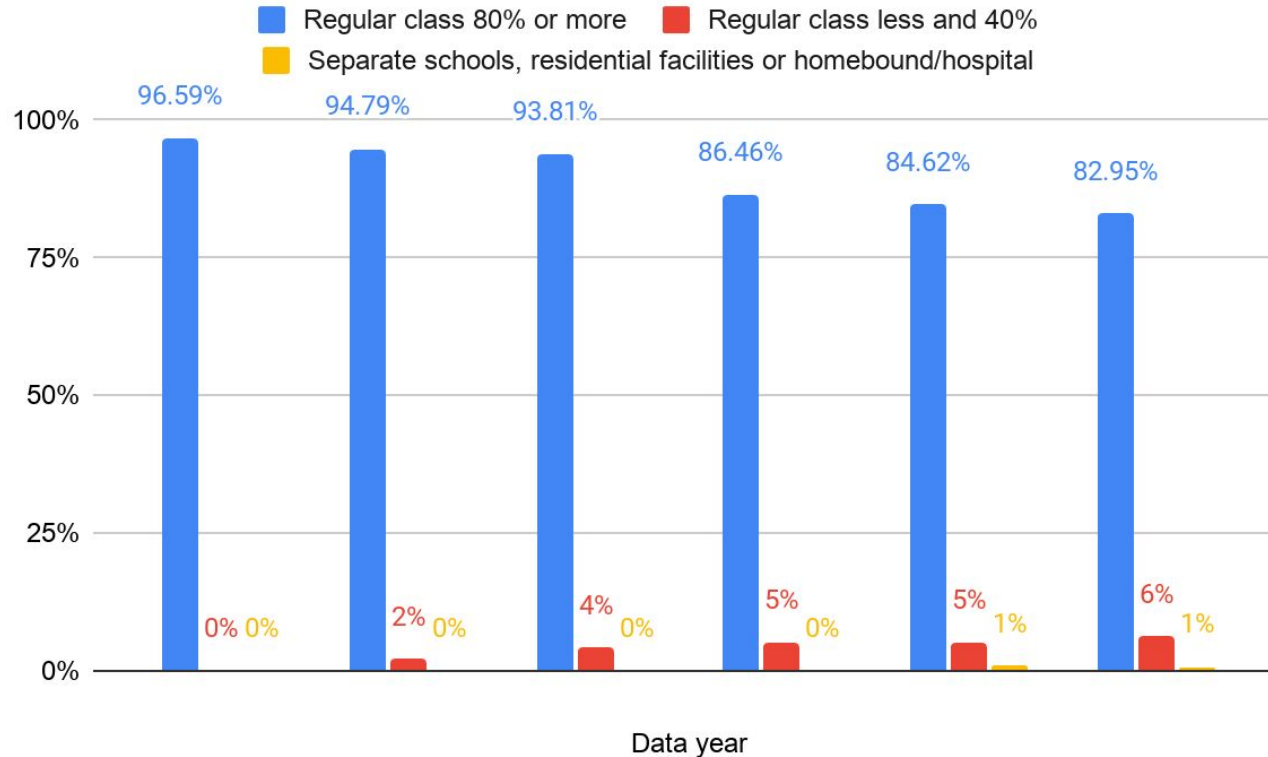


Indicator 4- Suspension and expulsion rates for SWD

These scores are calculated based on any disproportionality in suspension or expulsion for students with disabilities in comparison to general education peers and students with disabilities and minority status in comparison with peers. For FFY 2020, OPA exceeded the state target discrepancy rate of 0%.

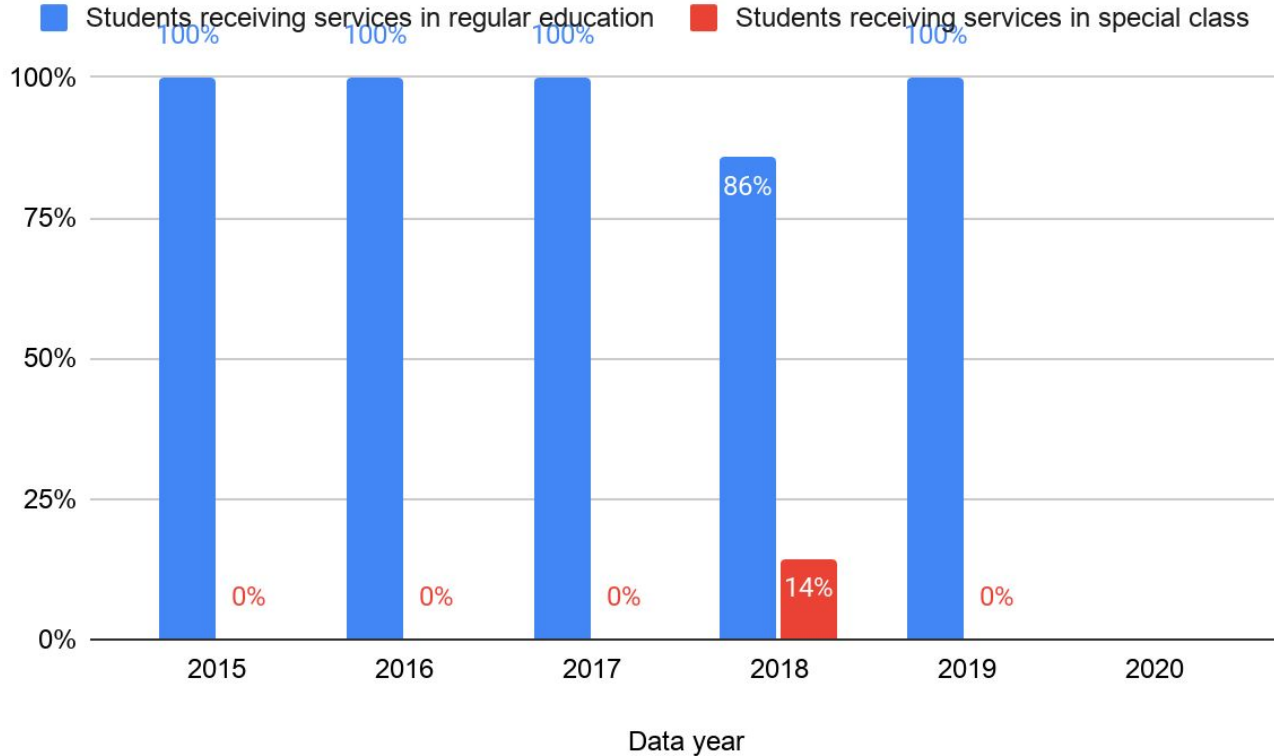


Indicator 5: Access to the general curriculum



Data not listed in the letter is students who are in the general education setting between 41% and 79% of the time. This group comprised 10.07% of our population for 2020-2021.

Indicator 6: Preschool settings (any students under 6)



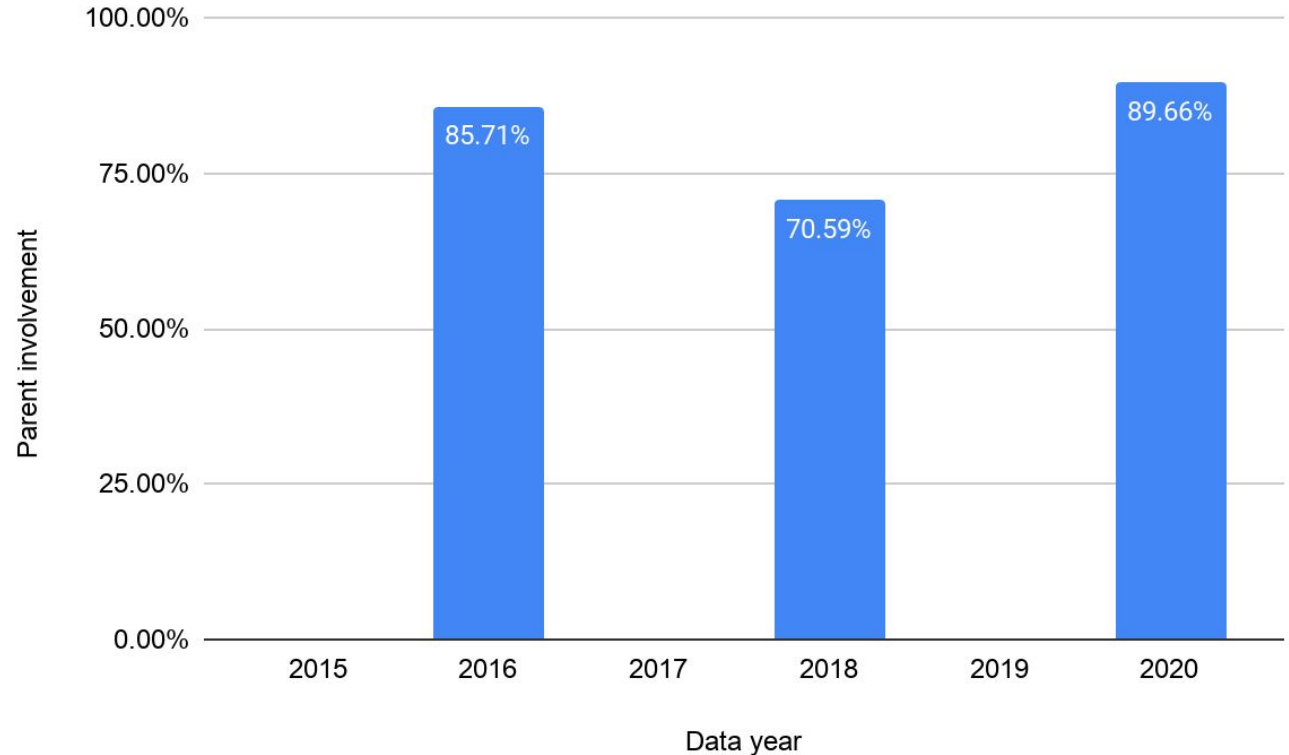
Data was unavailable for the FY 2020 school year. I have reached out to the USBE to find out why.

Indicator 7- preschool outcomes

Each year, students moving from preschool to kinder are administered the Prekindergarten Entry and Exit Profile (PEEP), similar to the Kindergarten Entry and Exit Profile (KEEP) which OPA administers every year. Because we do not have a Prekinder program, this indicator does not affect us.

Indicator 8: Parent involvement

On small schools like ours, the state does the parent survey every other year. Years missing data are years in which this indicator was not applicable.



Parent survey 2015/2016 (2017 letter)

Utah Part B Parent Survey

2015-16

OGDEN PREPARATORY ACADEMY

Number of Parents Who Received the Parent Survey:

100

Number of Parents Who Completed the Parent Survey:

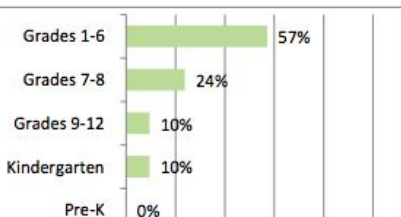
21

Percentage of Parents Who Completed the Parent Survey:

21.0%

Display 1: Parent Respondents Who Had a Child at This Level at Time of Survey

	Number	Percent
Pre-K	0	0%
Kindergarten	2	10%
Grades 1-6	12	57%
Grades 7-8	5	24%
Grades 9-12	2	10%



Display 4: Parent Involvement Percentage:

Percentage of parent respondents who report that the school facilitated their involvement:

	# of Parents who Met Indicator	# of Parents who Received a Score	Percent Across the District:	Percentage Across the State:	Target Percentage for 2015-16	Did the District Meet the Target?
Overall Parent Involvement	18	21	85.71%	79.52%	79.52%	YES

Display 5: Chart of mean scores for each scale. See below for explanation of each scale.



Parent survey 2017/2018 (2019 letter)

Utah Part B Parent Survey

2017-18

Ogden Preparatory Academy

Number of Parents Who Received the Parent Survey:

100

Number of Parents Who Completed the Parent Survey:

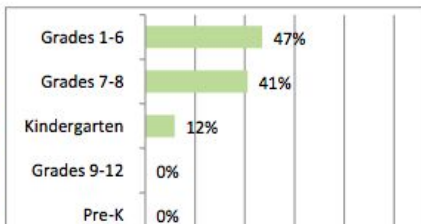
17

Percentage of Parents Who Completed the Parent Survey:

17.0%

Display 1: Parent Respondents Who Had a Child at This Grade at Time of Survey

	Number	Percent
Pre-K	0	0%
Kindergarten	2	12%
Grades 1-6	8	47%
Grades 7-8	7	41%
Grades 9-12	0	0%



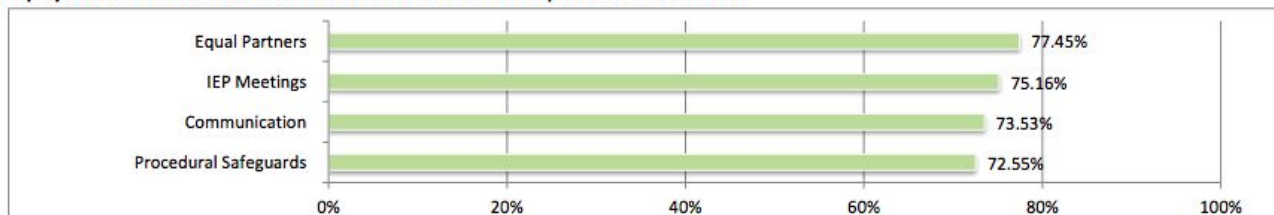
Display 4: Parent Involvement Percentage:

Percentage of parent respondents who report that the school facilitated their involvement:

	# of Parents who Met Indicator	# of Parents who Received a Score	Percent Across the District:	Percentage Across the State:	Target Percentage for 2017-18	Did the District Meet the Target?
Overall Parent Involvement	12	17	70.59%	79.63%	79.62%	NO

I have not received the survey data for FFY 20. I have reached out to USBE to get the results.

Display 5: Chart of mean scores for each scale. See below for explanation of each scale.

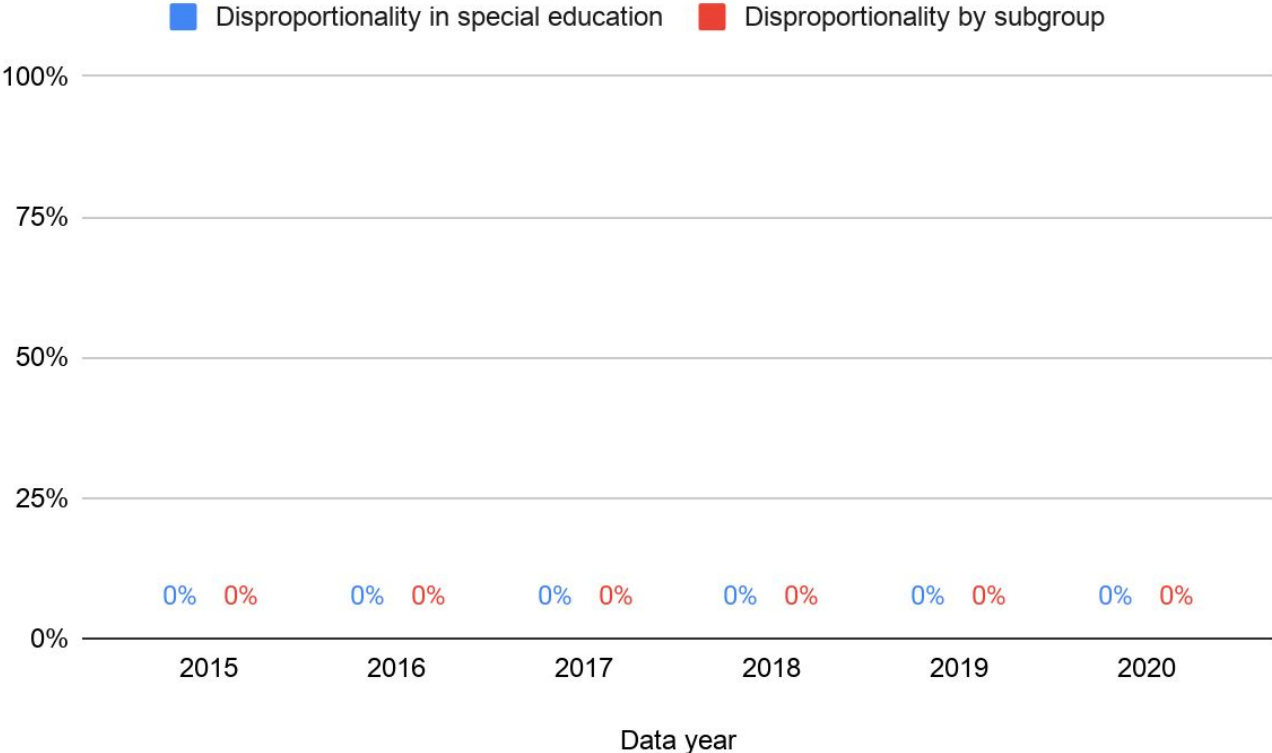


Things we are doing to better parent involvement scores

- Utah Parent Center involvement, including trainings for parents
 - Offered 2 trainings for the 2020/2021 school year. OPA parents have not participated in these offerings. Ideas for marketing are welcome.
- Actively encouraging parents to return the survey
- Procedural safeguards booklets (English and Spanish)
 - Procedural safeguards handouts (English and Spanish)
 - Handout contains Beth Callison's contact information
- Providing information regarding helpful websites, such as [understood.org](https://www.understood.org)
- Providing information regarding WHS stabilization and mobile response services for families in crisis
- Implementation of social work services at OPA in partnership with Weber Human Services

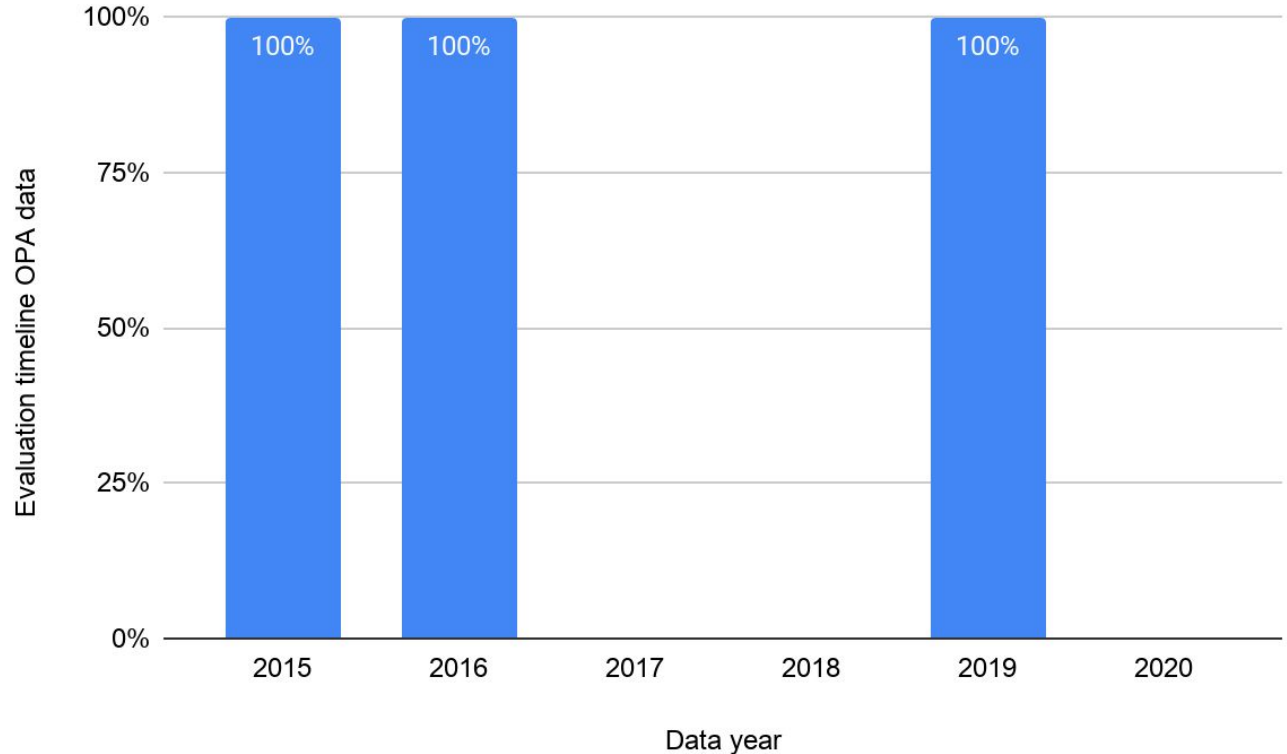
Indicator 9- Disproportionality

Disproportionality refers to over-identification of certain ethnic populations for special education services.



Indicator 11: Child Find/Initial Evaluation timelines

For initial evaluations, the timeline is 45 school days. For children entering foster care or at the request of DCFS, we have 30 calendar days to complete initial evaluations or reevaluations. State and federal guidelines require 100% compliance with these time limits. Blank years are years where the state office did not come in for a file review.

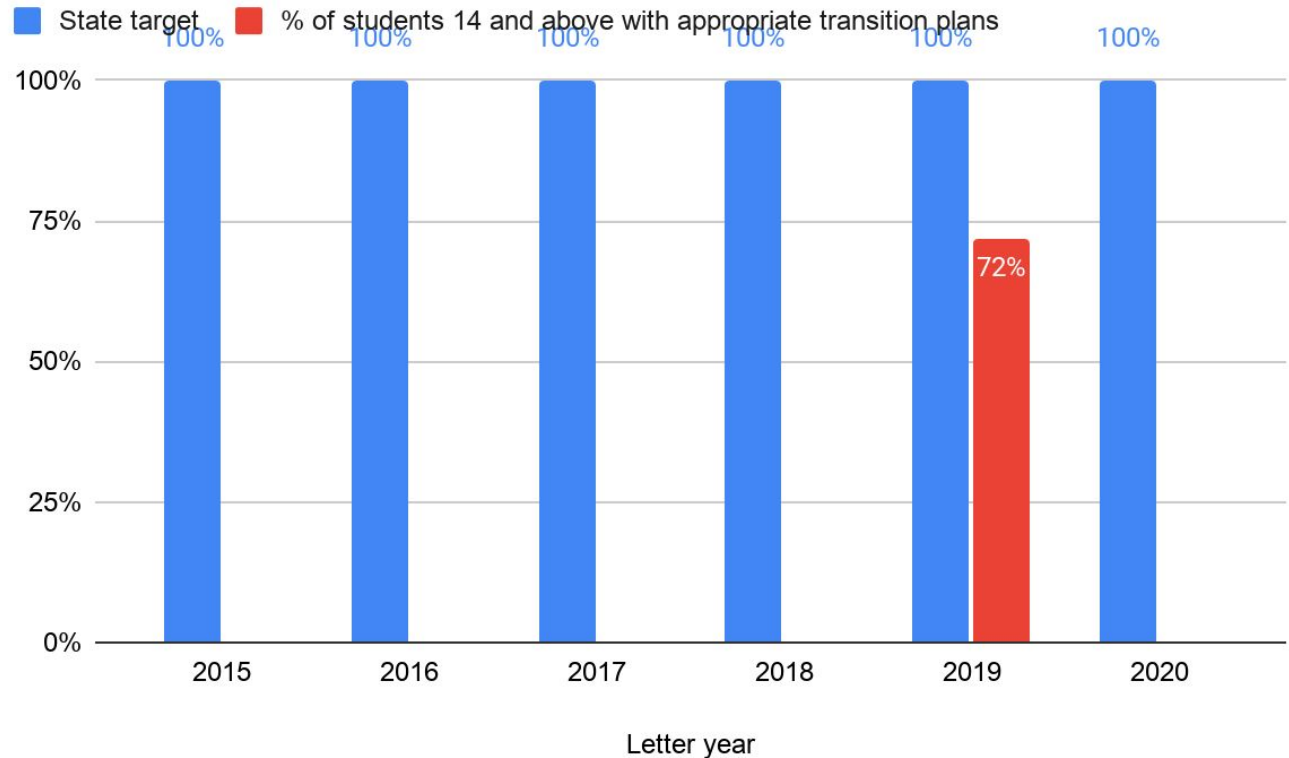


Indicator 12: Transition from prek to k

This indicator does not currently affect OPA

Indicator 13: Secondary transition plans

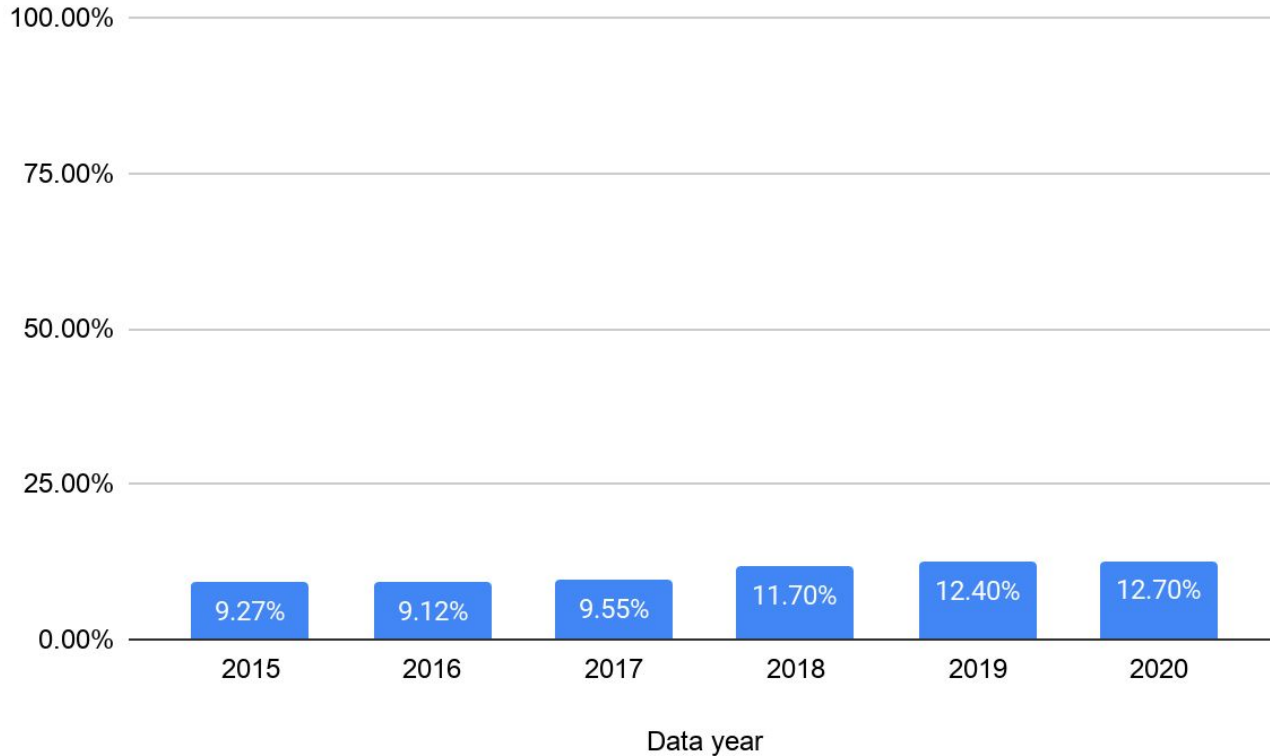
Until the 2018/2019 school year, schools were only required to initiate transition plans at 16, so this indicator did not affect our overall risk score. We are working with a state coach to ensure our transition plans are 100% compliant going forward. No compliance check was completed in FFY 2020, so no data is available for that year.



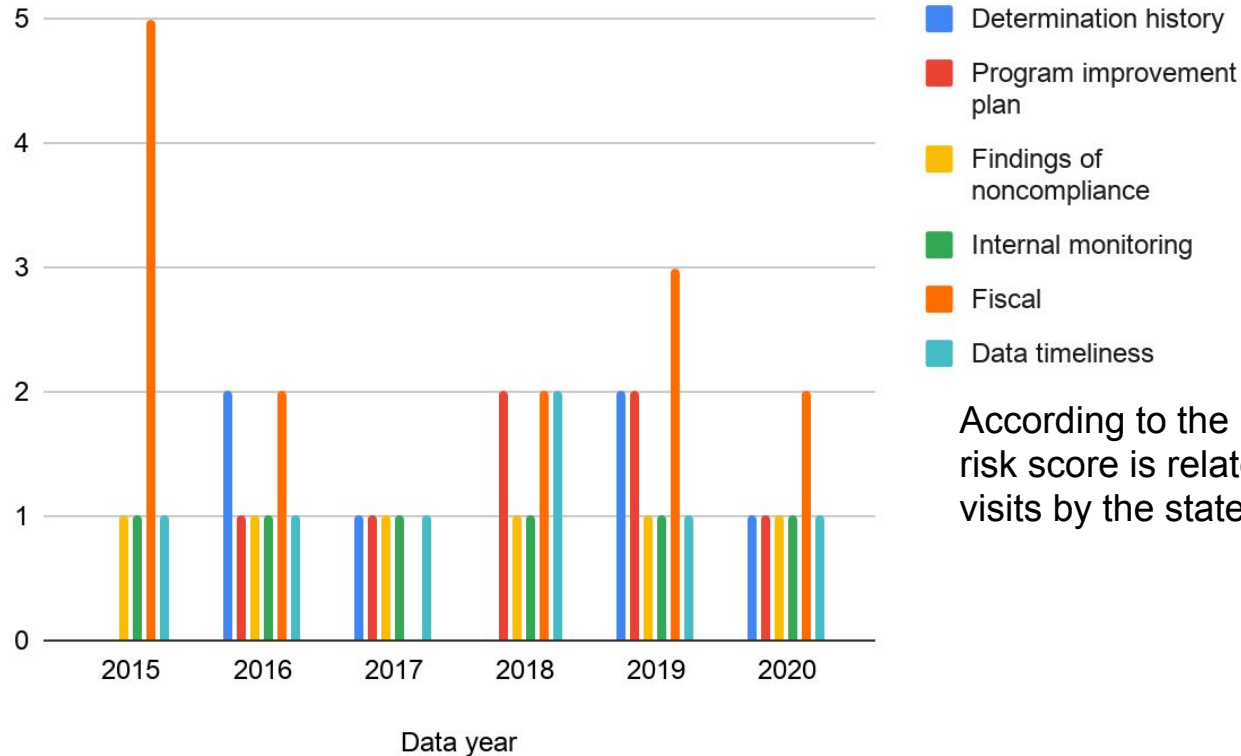
Indicator 14: Post secondary outcomes

This indicator relates to students after they leave high school and does not affect OPA. In order to develop a deeper profile of how special education students function in job or college settings, the state completes a survey of students and parents one year after graduation from high school.

Prevalence of students with disabilities within OPA currently receiving special education supports.



Risk score determinations



According to the rubric, this elevated Fiscal risk score is related to no fiscal monitoring visits by the state since 2017.