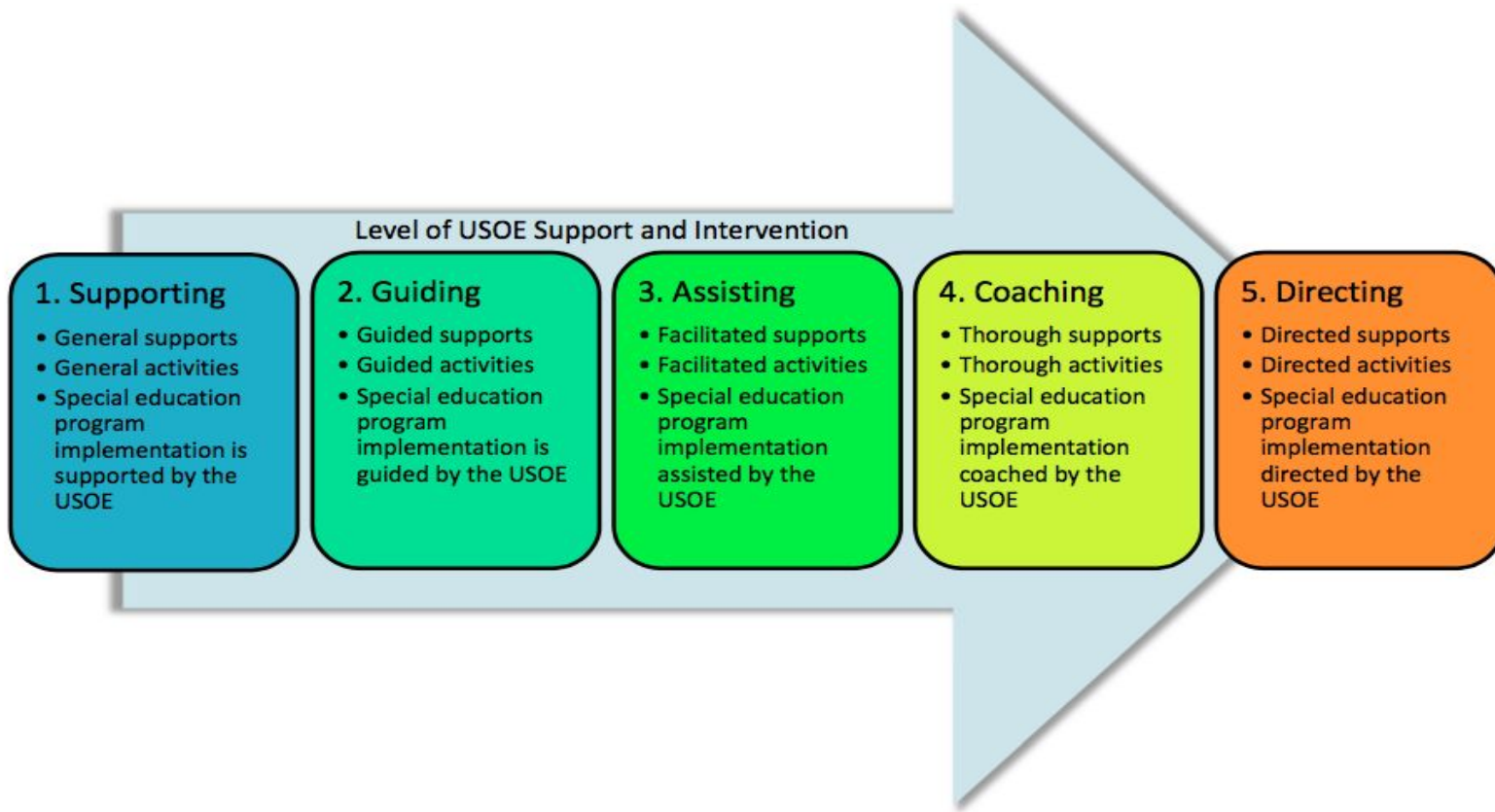


# Special education compliance

Historical scores and current data  
FY22

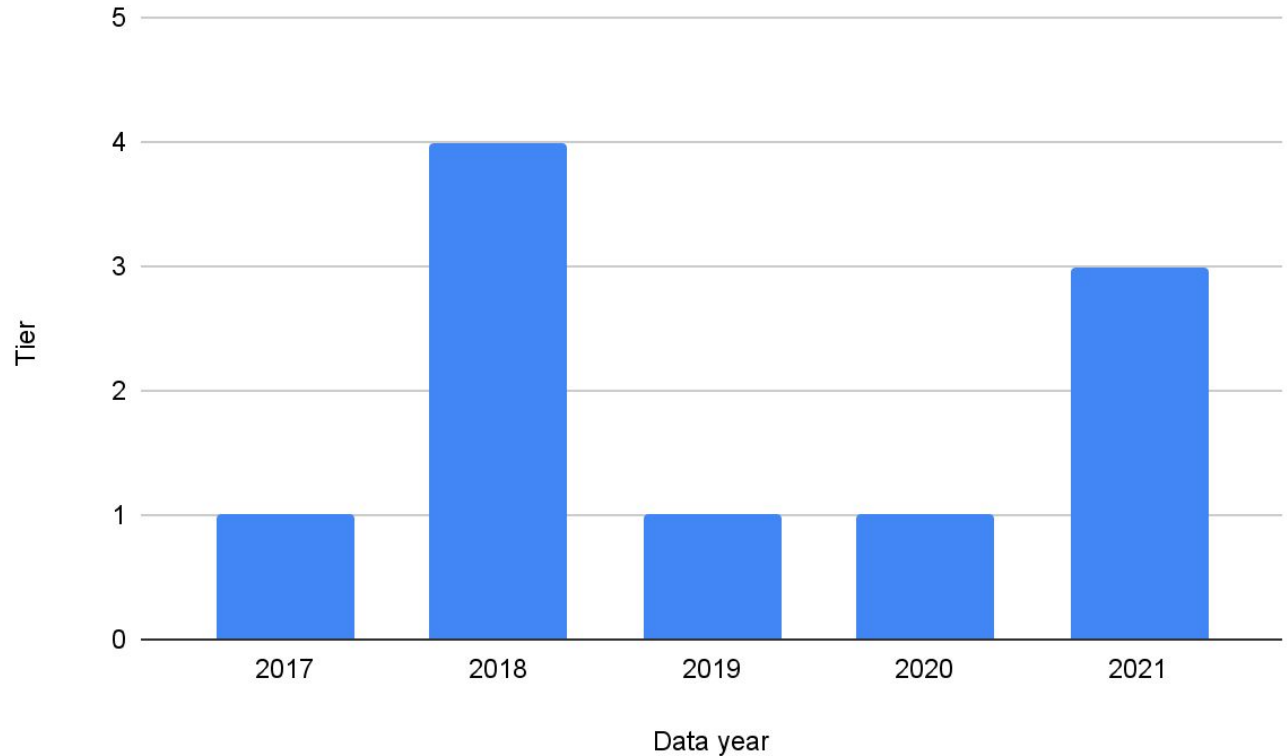
# Special Education Program Implementation Monitoring Tiers



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.

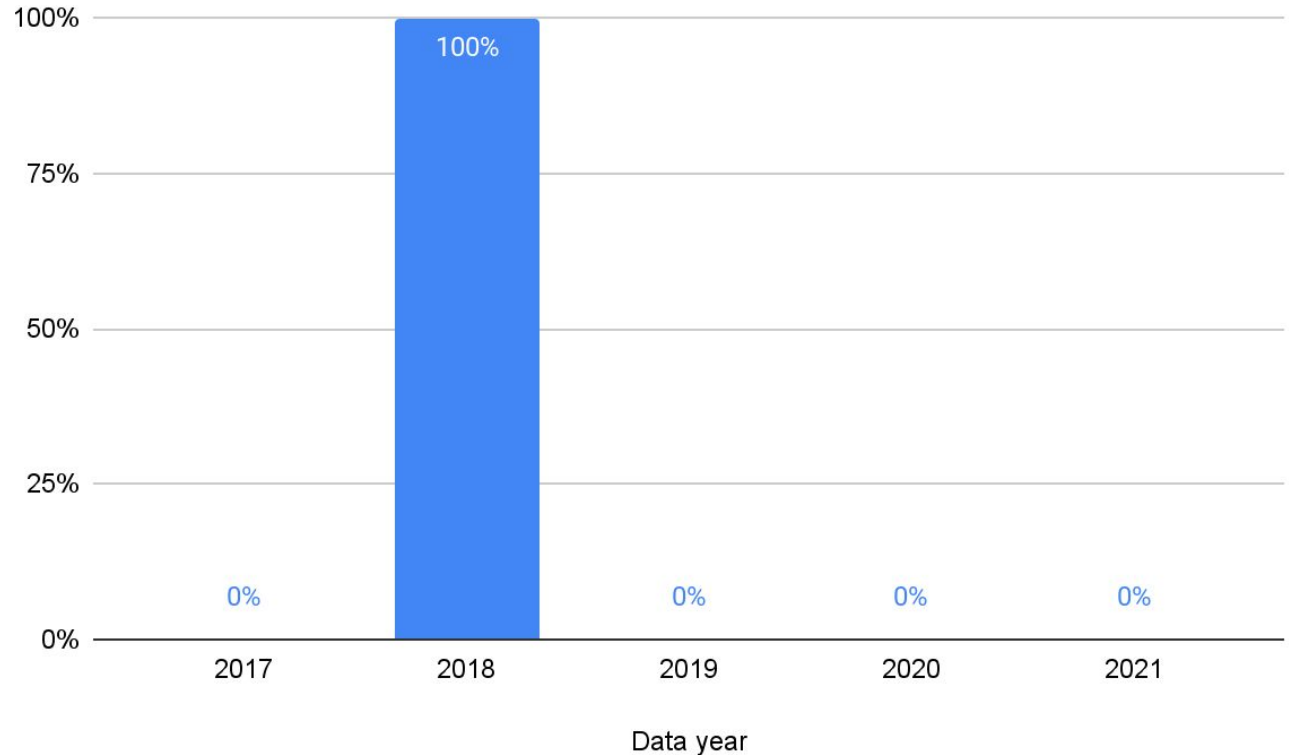


# Indicator 1- Percent of students graduating

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 3A- State assessment participation

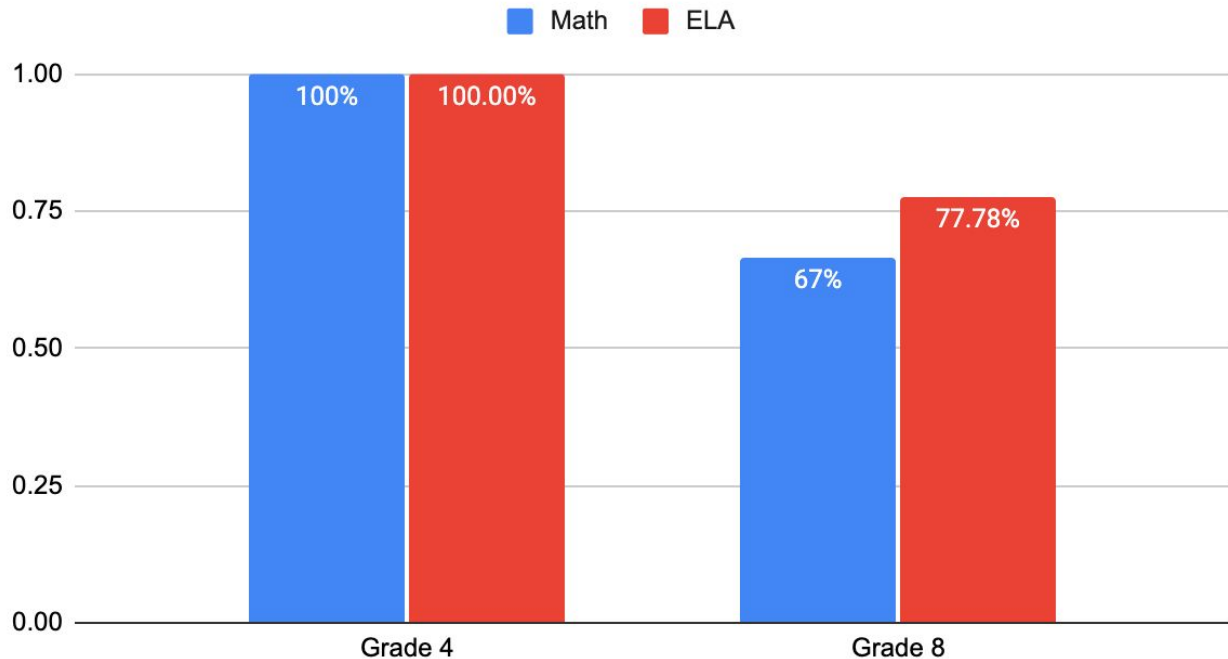
For the 2021 data, the USBE only looked at data for 4th and 8th grade in regard to participation and proficiency.

In addition, data was broken out into RISE and DLM data.

8th grade participation closely resembles online vs. in-person

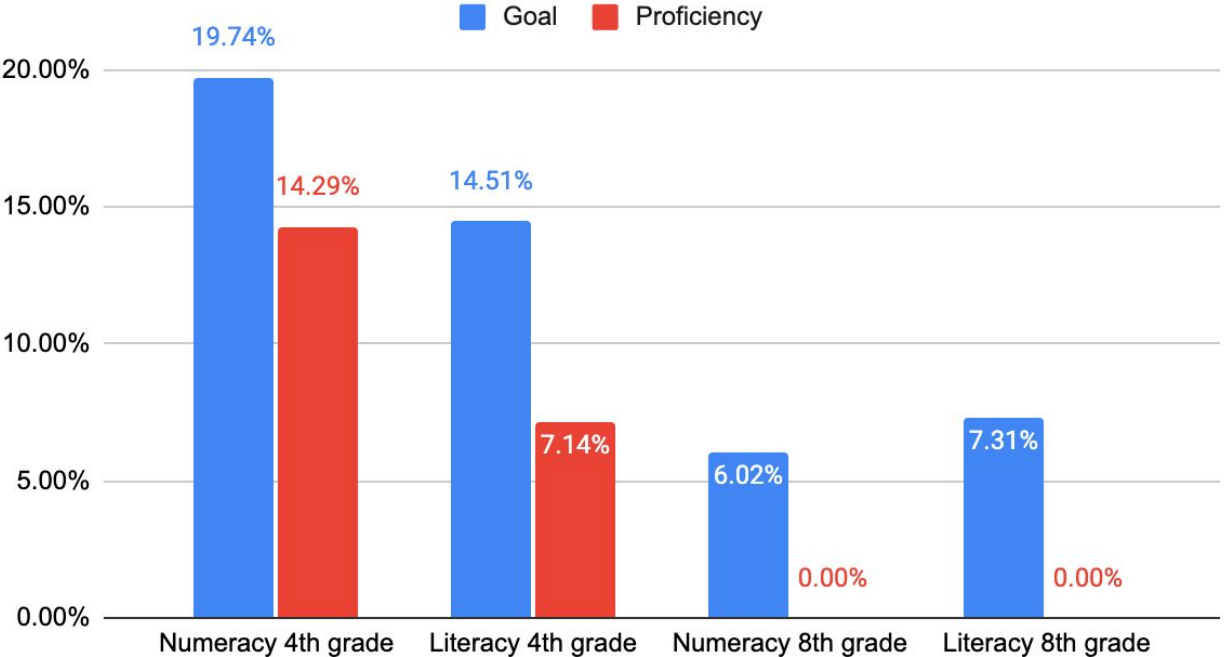
Students opting out may affect this score.

OPA's RISE participation (State goal >95%)



# Indicator 3b- State assessment proficiency

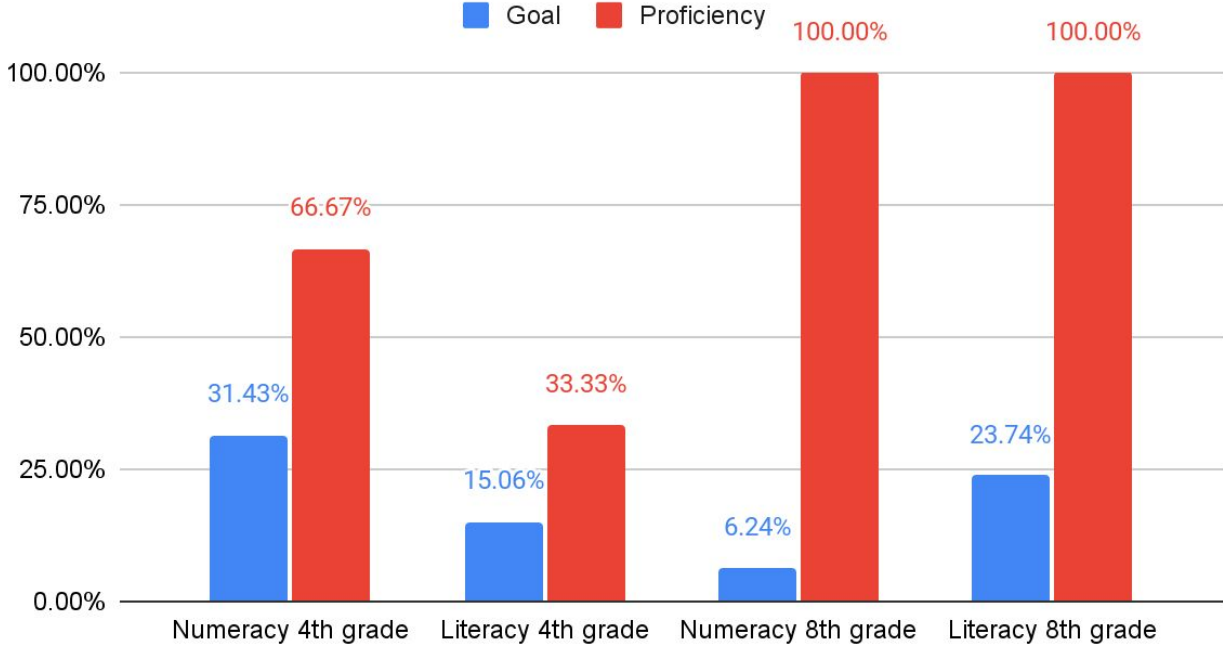
State goals vs. OPA proficiency- RISE only



RISE and DLM were disaggregated for this measure, and only grade 4 and 8 were identified for analysis by the state. In previous years, higher rates of proficiency mirrored the use of DLM data as well as grade 3-8 data.

# Indicator 3c- State alternate assessment proficiency

Alternate assessment State goals vs. OPA proficiency



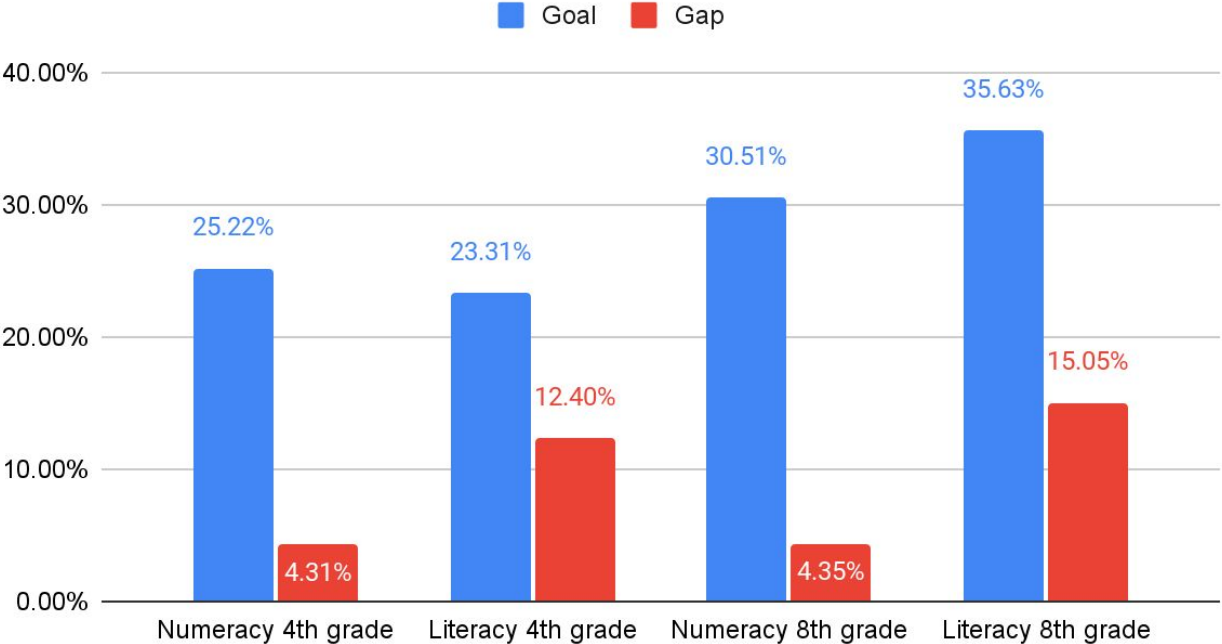
RISE and DLM were disaggregated for this measure, and only grade 4 and 8 were identified for analysis by the state.

Students on the alternate assessment are taught using the Essential Elements, and the test functions very differently than the RISE



# Indicator 3d- Gap calculation (gened vs. sped)

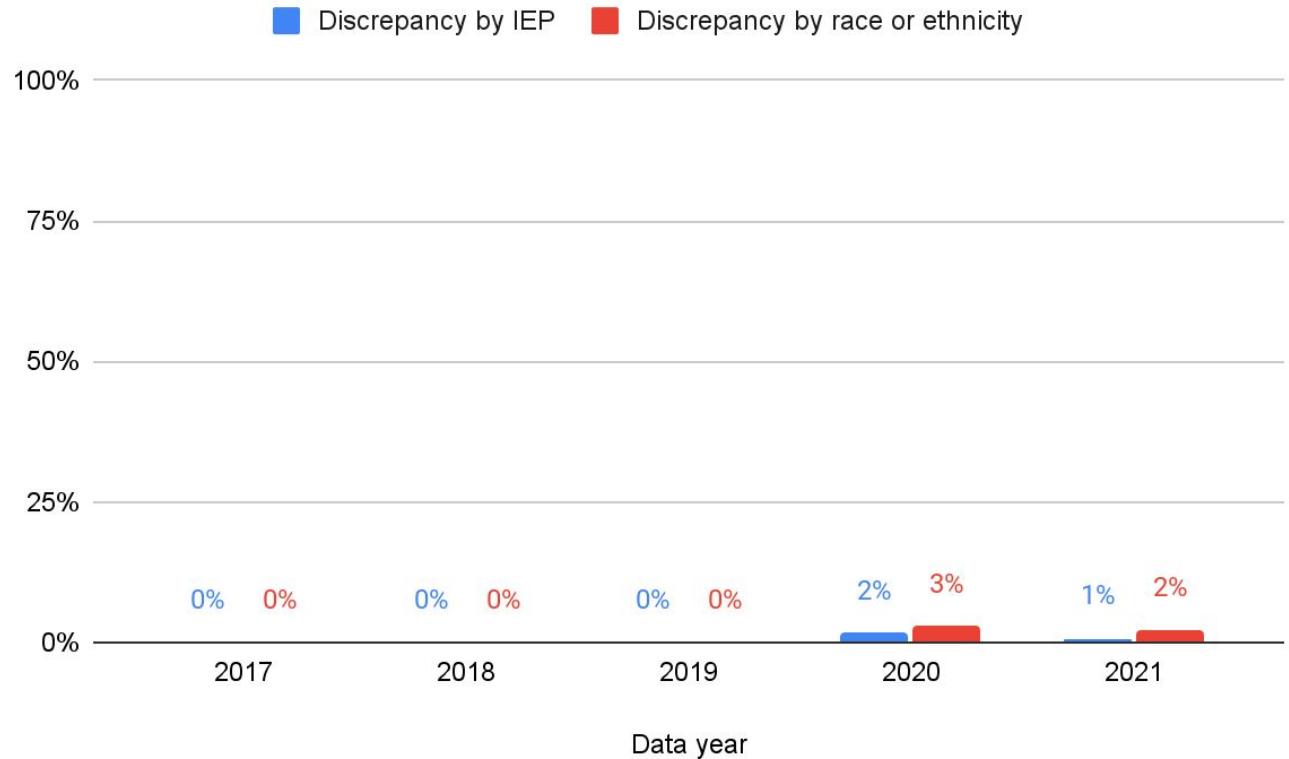
Gap calculation



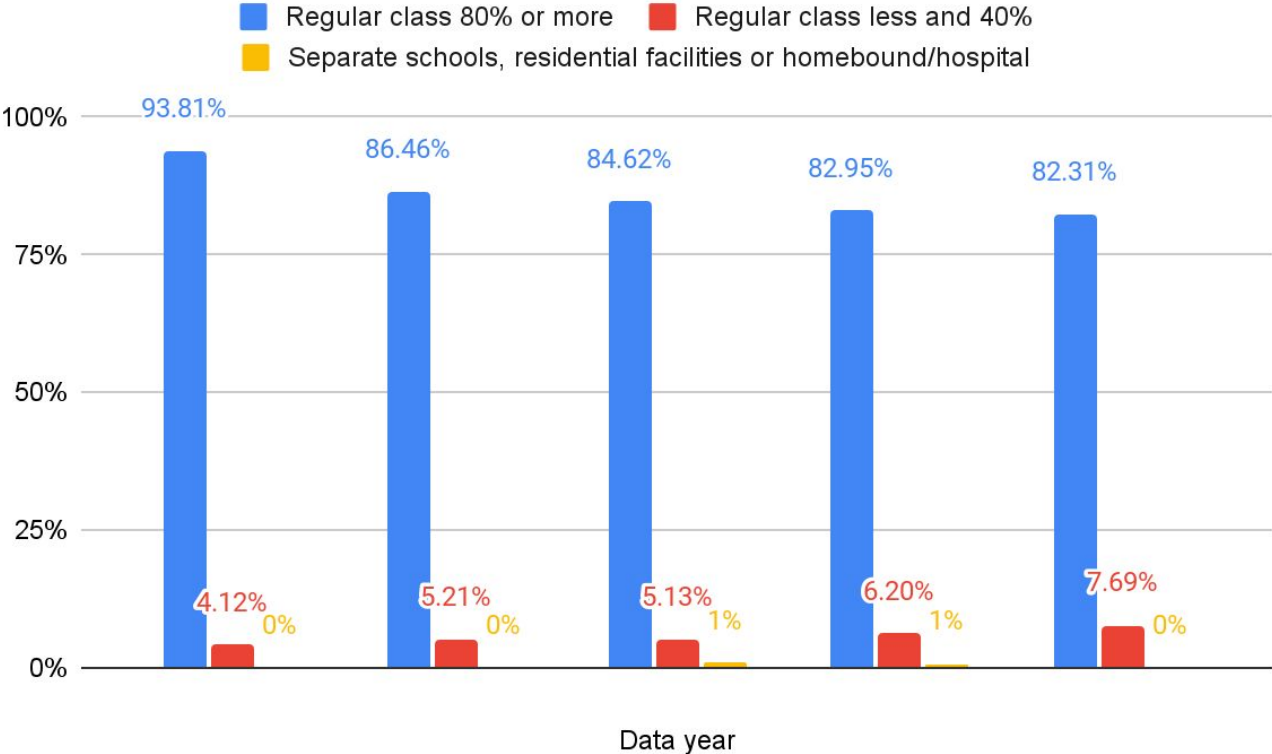
This is a new calculation this year- all calculated gaps should be BELOW the state goal. (we win!)

# 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 and 21, OPA exceeded the state target discrepancy rate of 0%.



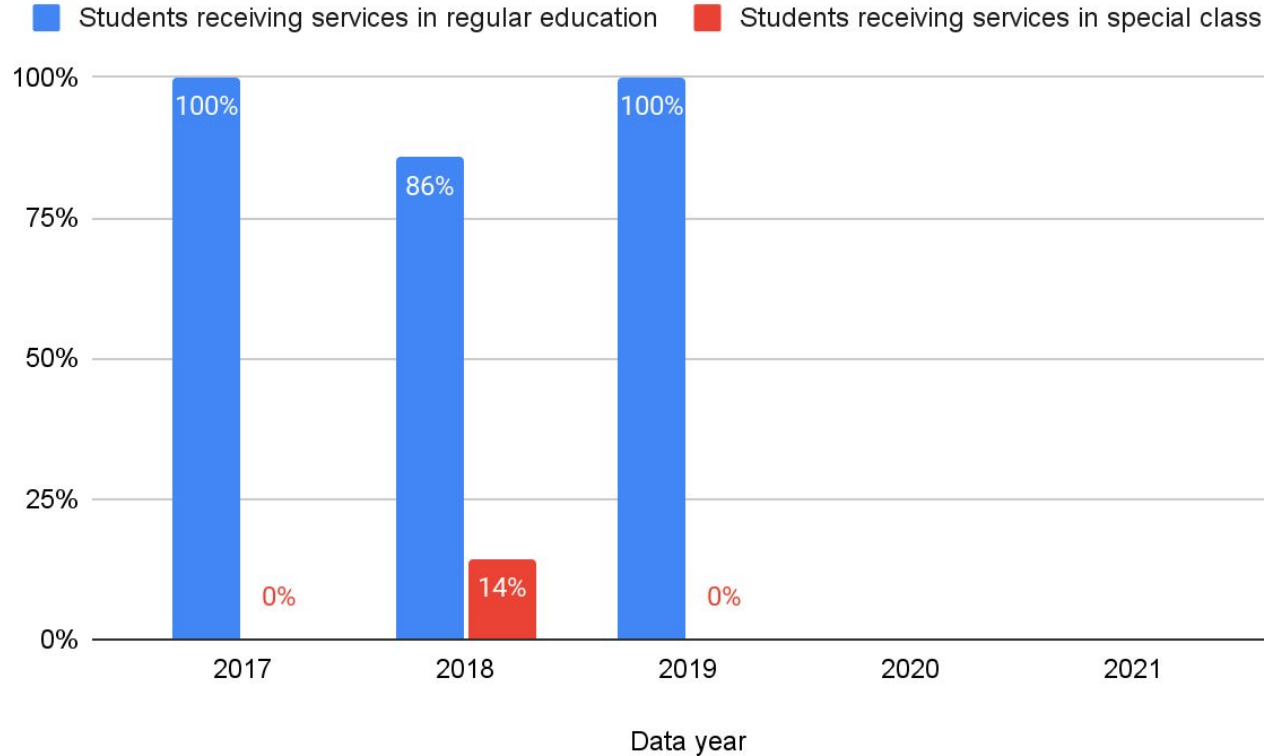
# Indicator 5: Access to the general curriculum



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 9.23% of our population for 2021-2022.

One reason for the decline of “80% students” is that a larger proportion of our population are considered functional skills or require the services of the behavior unit.

## Indicator 6: Preschool settings (any students under 6)



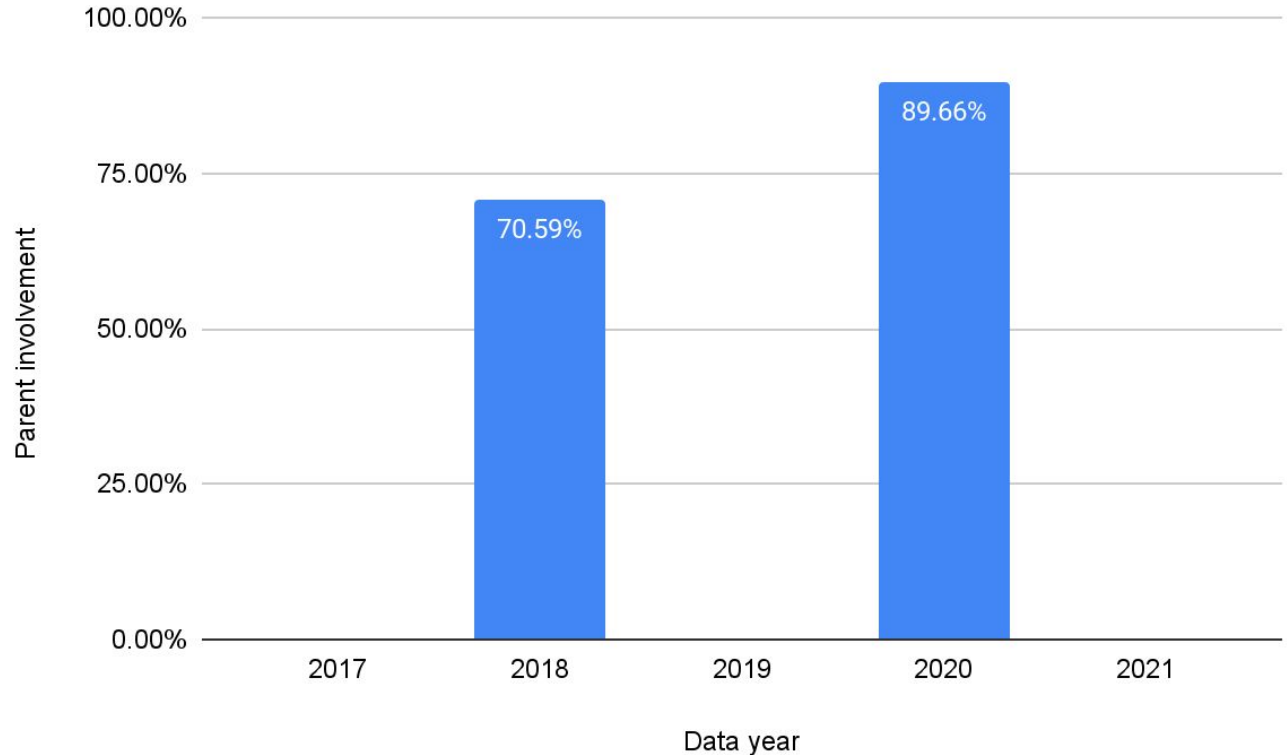
In 2021, the state moved this indicator to preschool settings only, excluding kindergarten settings. This no longer affects OPA

# 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. The state target for this is >78.38%.



# Parent survey 2019/2020 (2021 letter)

Utah Part B Parent Survey  
2019-20  
Ogden Preparatory Academy

Number of Parents Who Received the Parent Survey:	100
Number of Parents Who Completed the Parent Survey:	29
Percentage of Parents Who Completed the Parent Survey:	29.00%

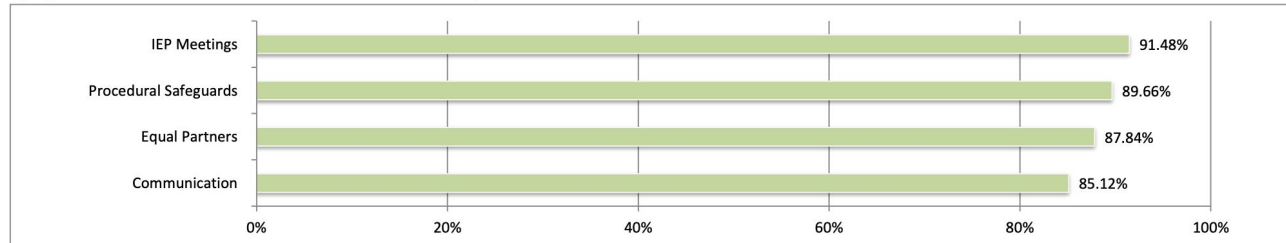
Display 1: Parent Respondents Who Had a Child at This Grade at Time of Survey		
	Number	Percent
Pre-K	0	0%
Kindergarten-Grade 3	16	55%
Grades 4-6	6	21%
Grades 7-9	7	24%
Grades 10-12	0	0%

Display 4: Parent Involvement Percentage:

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













	Target Percentage for 2019-20	State % who Met Indicator	District # of Parents who Received a Score	District # of Parents who Met Indicator	District % who Met Indicator	Did the District Meet the Target?
Overall Parent Involvement	81.33%	79.12%	29	26	89.66%	YES

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



**Display 13: Response Comparison**

Percent of parent respondents who selected agree or strongly agree to an item - Results over Time

	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Minus 2018-19
1. I work in partnership with the IEP team to develop my child's IEP.	95.24%		94.12%		96.43%	 96.43%
2. I feel comfortable sharing my ideas about how well special education services meet my child's needs.	95.24%		94.12%		100.00%	 100.00%
3. The teacher(s) keep(s) in touch with me regularly about my child's progress.	90.48%		76.47%		85.71%	 85.71%
4. My relationship with the staff has a positive effect on my child's education.	95.24%		93.75%		100.00%	 100.00%
5. Administrators are available to discuss my questions or concerns.	90.48%		94.12%		100.00%	 100.00%
6. My child's school helps me play an active role in my child's education.	90.48%		94.12%		92.86%	 92.86%
7. My child's school encourages my involvement to improve outcomes for my child.	95.24%		87.50%		96.55%	 96.55%
8. The school explains the options I have if I disagree with the special education process.	85.71%		81.25%		92.59%	 92.59%
9. The parents' rights (procedural safeguards) were explained to me so that I understood them.	90.48%		100.00%		100.00%	 100.00%
10. The IEP team communicates with me in my native language.	95.00%		93.75%		100.00%	 100.00%
11. At the IEP meeting, we discussed what classroom accommodations my child would receive.	95.00%		94.12%		100.00%	 100.00%
12. At the IEP meeting, we discussed how my child would participate in state and district testing.	85.00%		81.25%		86.21%	 86.21%



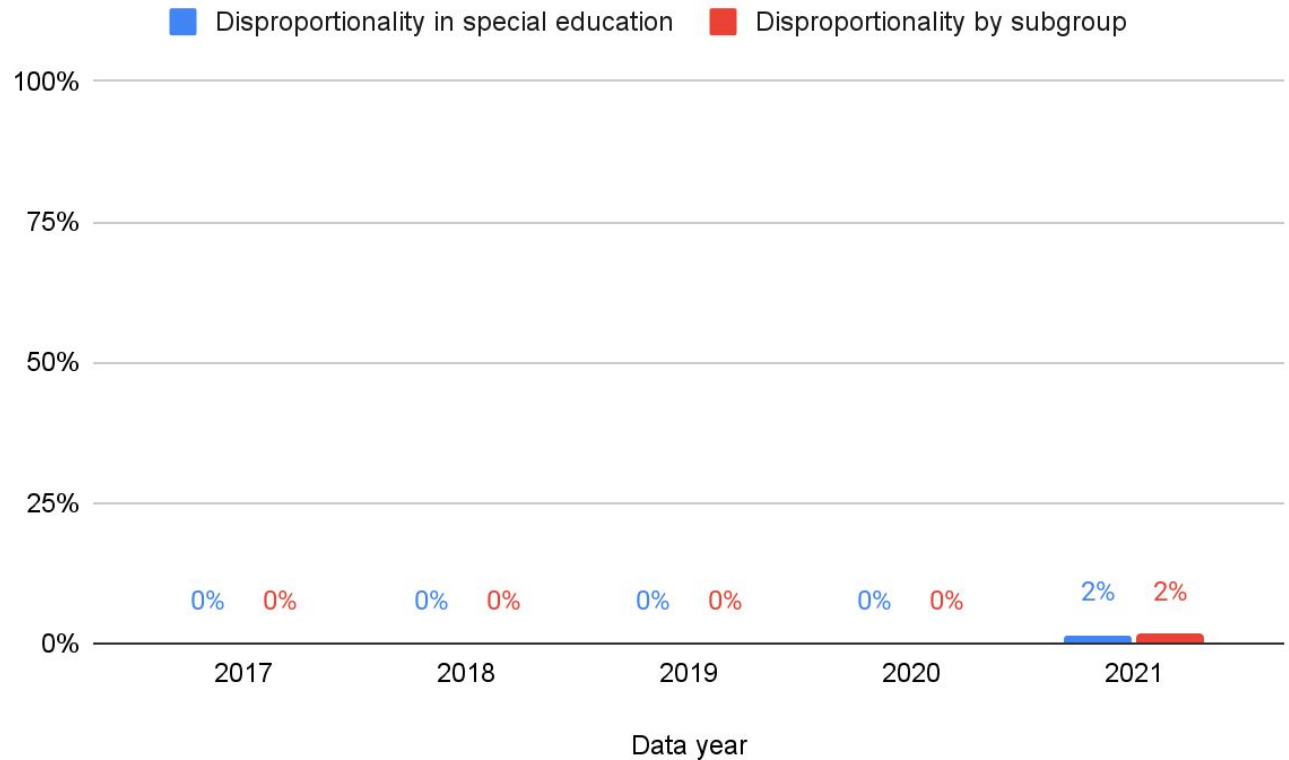
# Things we are doing to better parent involvement scores

- Utah Parent Center involvement, including trainings for parents
  - Offered 2 trainings for the 2020/2021 school year, and online-only offerings during the 2021/2022 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 summary 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.

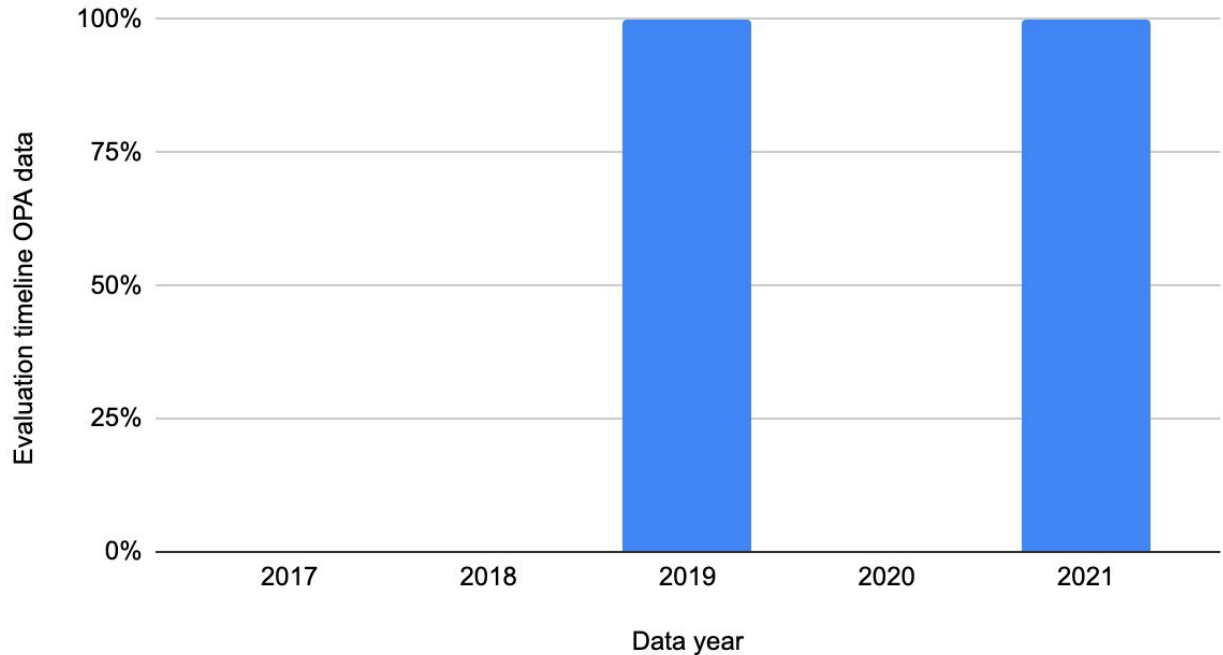
The disproportionality identified is for students who are white. This is not considered a risk factor.



# 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.

Evaluation timeline

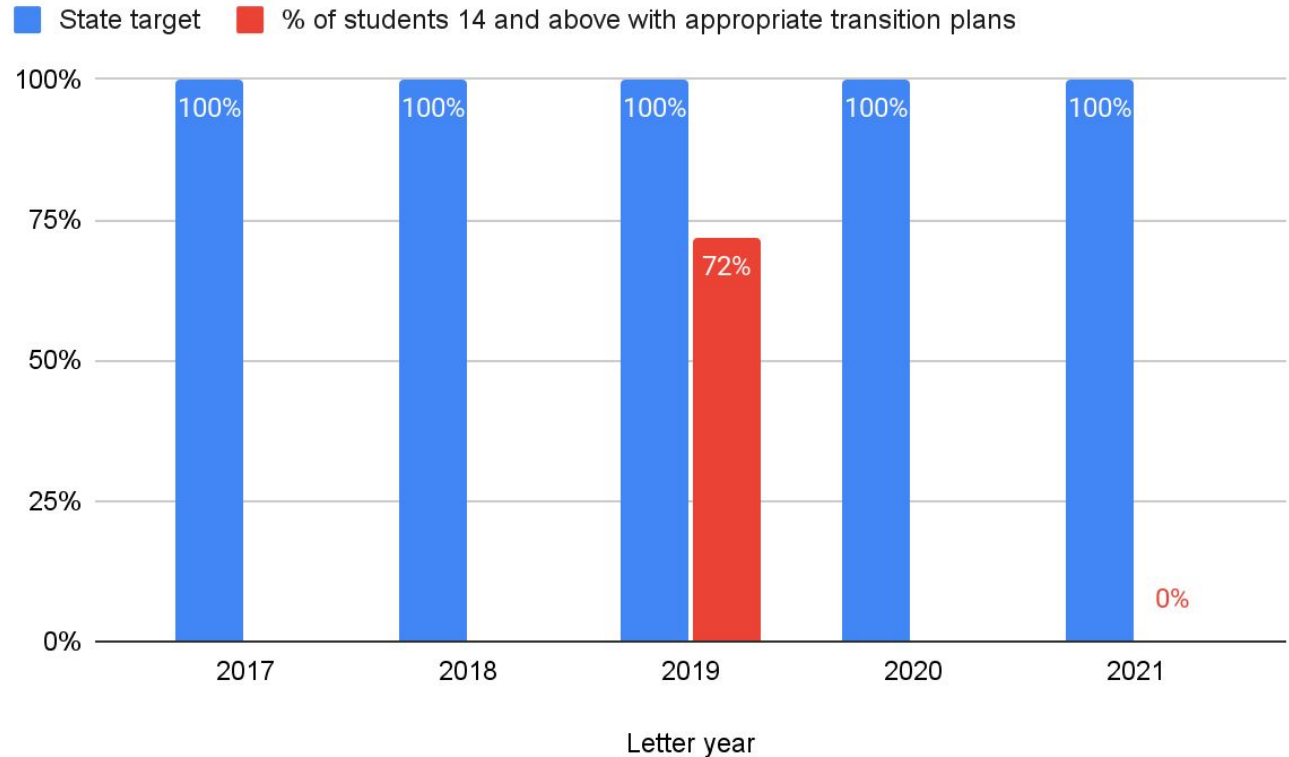


# Indicator 12: Transition from prek to k

This indicator does not currently affect OPA

# Indicator 13: Secondary transition plans

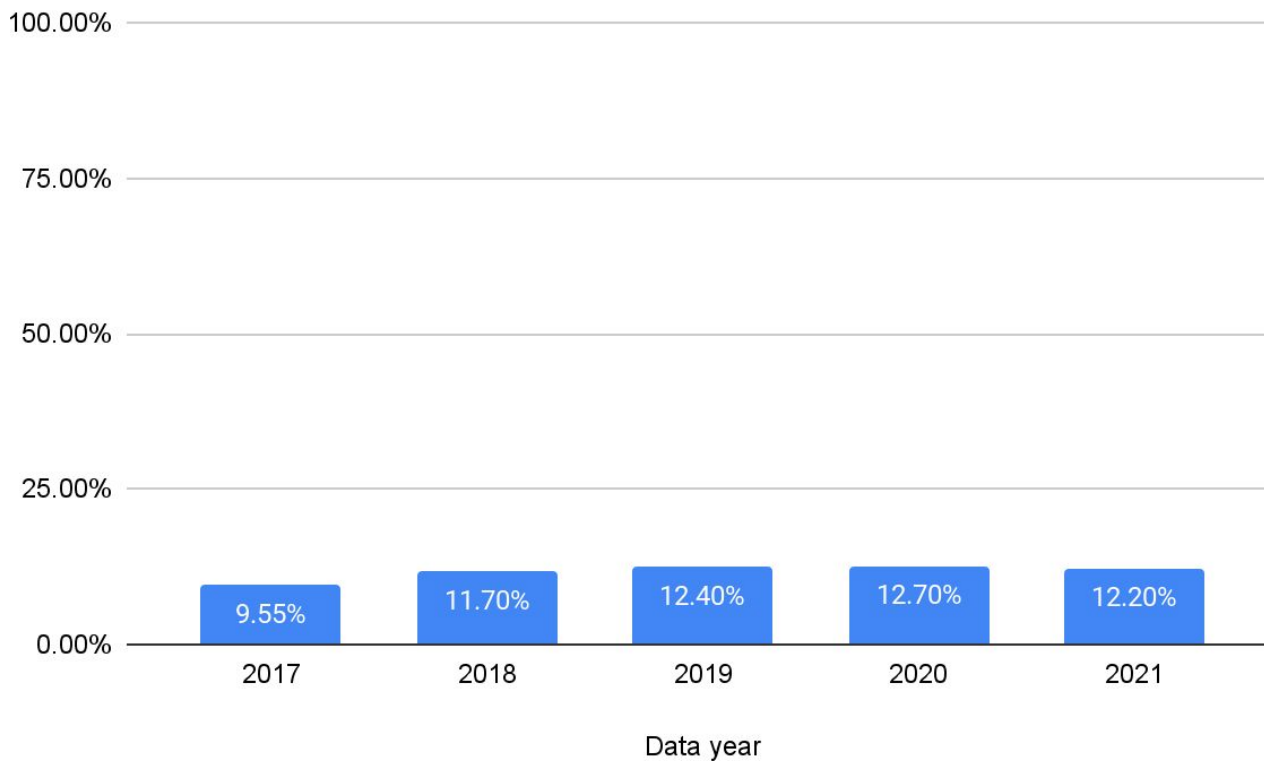
Transition planning expectations have changed significantly based on input from OSEP. OPA's numbers for 2021 were 0% due to a lack of active language in the goal writing. Our JH sped teachers have attended the appropriate changes and are at 100% for appropriate transition plans in files for student 14 and older so far this year. This year is not a monitoring year.



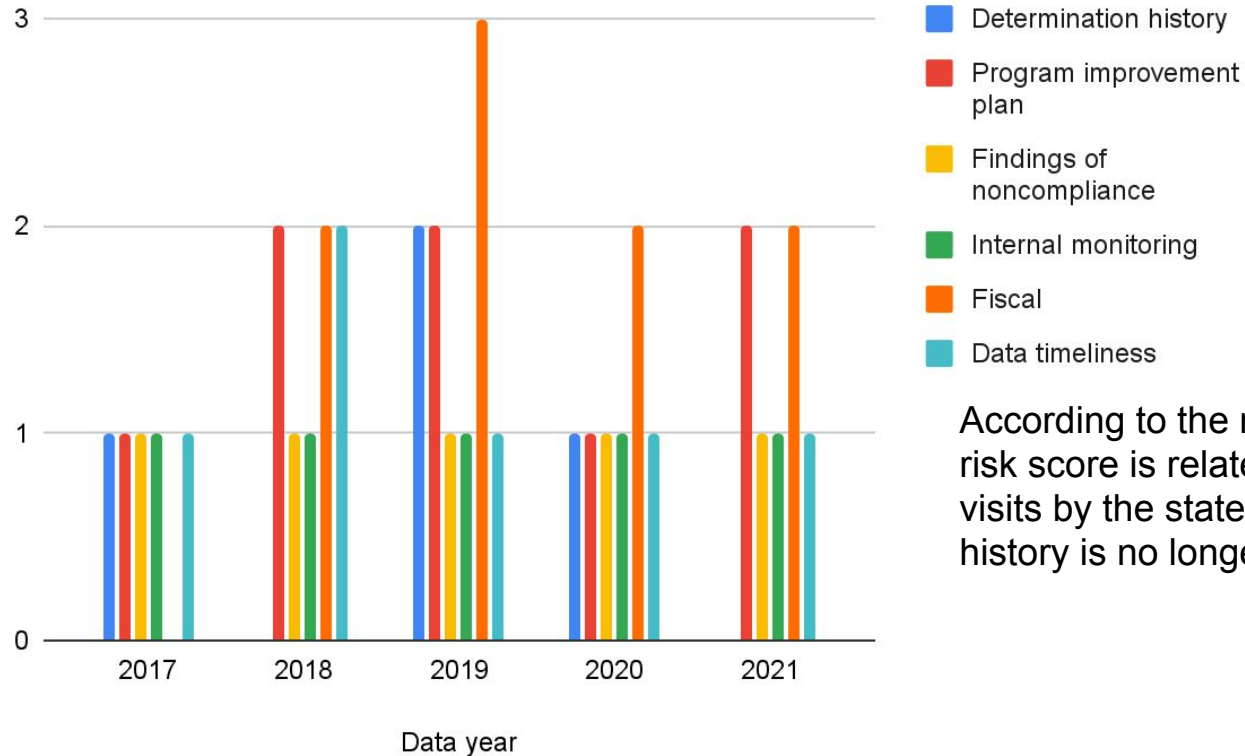
# Indicator 14: Post secondary outcomes

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. Determination history is no longer applicable.



# Findings of non compliance

OPA did have findings of non-compliance this year, due to missing medical documents identified by the monitoring process. We have put safeguards in place to ensure this does not happen in the future.

We were issued a [written letter of noncompliance in General Supervision](#) due to this. However, the definition of noncompliance was changed to all items less than 100% mid-year, so this risk score was not included in the monitoring tier calculation.