

Ogden Preparatory Academy Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$11,459	\$15,100
Distribution for 2013 - 2014	\$45,794	\$63,311
Total Available for Expenditure in 2013 - 2014	\$57,253	\$78,411
Salaries and Employee Benefits (100 and 200)	\$0	\$20,089
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$1,962
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$20,003
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$4,508
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$0	\$46,562
Remaining Funds (Carry-Over to 2014 - 2015)	\$57,253	\$31,849

ITEM A - Report on Goals

Goal #1

Students who did not demonstrate mastery on the Language Art CRT's in spring of 2013 will receive interventions throughout the 2013-14 school year. Eighty percent of these returning students will demonstrate progress as measured on the Utah Comprehensive Accountability System (UCAS).

Identified academic area(s).

Reading

This was the action plan.

1. Students are assessed with Dibels at the beginning of the year.
2. Students are assessed with Block 1 Language Arts tests at the beginning of the year.
3. Teachers receiving the new students review their profiles and the interventions that have been used the prior year. These profiles are kept in the cum file.
4. Progress monitoring is continually provided and as soon as the student demonstrates mastery, the student is exited.
5. All interventions will be tracked on PMFocus.
5. If students continue to demonstrate no progress, their names are submitted to the Child Assessment Team to determine eligibility for a special education referral.

Please explain how the action plan was implemented to reach this goal.

Students were assessed with DIBELS as a baseline assessment to determine reading needs. Teachers implemented a running reading inventory to pinpoint specific reading needs. Interventions have been created for each student based on the baseline DIBELS, teacher assessment and data team recommendation. Students identified will receive interventions in class (Tier II) as well as through pull-out structures (Tier III). Progress monitoring will continue to determine intervention effectiveness and reading progress. If the students continue to demonstrate no progress in reading, the Child Assessment Team (CAT) can refer students for Special Education Evaluation.

This is the measurement identified in the plan to determine if the goal was reached.

1. Students in grades K-6 are administered Dibels assessments three times a year. Students not at benchmark are given intensive interventions on a daily basis.
2. Early Steps is used in the primary grades as one of the interventions.
3. Next Steps is used in the upper elementary grades as one of the interventions.
4. Higher Steps will also be used in the upper elementary grades as one of the interventions.
4. Progress Monitoring is administered to all students if they are below benchmark.
5. Block tests are given every 6 weeks. The pre- and post- test are the same so gains can be measured and specific learning objectives identified.

Please show the before and after measurements and how academic performance was improved.

Grade Level	Baseline DIBELS (Percentage at Benchmark)	End of Year DIBELS (Percentage at Benchmark)
Kindergarten	54%	74%
1stGrade	72%	69%
2ndGrade	72%	61%
3rdGrade	70%	81%
4thGrade	58%	64%
5thGrade	65%	61%
6thGrade	83%	68%

Reading intervention showed growth in most grades but intervention/diagnostic tools are being re-evaluated for effectiveness and consistency. In the 6th grade there was an error in test administration due to lacking training and the retell scores were affected. Once End of Year DIBELS is complete, there is no way to retest or remedy mistakes.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category Description

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
20,089.00	Salaries and Benefits	2 Teacher Assistants trained in Early Steps, Next Steps, Higher Steps and Spaulding Reading I
1,962.00	Supplies	Reading Materials
20,003.00	Library	Books and Intervention supplies
4508.00	Software	AIMS Web, Razz Kids reading software, Library Software

Goal #2

Students who did not demonstrate mastery on the Mathematics CRT's in spring of 2013 will receive interventions throughout the 2013-14 school year. Eight percent of these returning students will demonstrate progress as measured on the Utah Comprehensive Accountability System (UCAS).

Identified academic area(s).

Mathematics

This was the action plan.

1. Students are tested during the first week of school to determine their level of mastery of the Exit Standards from the prior school year.
2. Groups are formed based on the learning objective.
3. Teachers and teaching assistants track the progress of each student. This will be done electronically for the 2013-14 school year using PMFocus. The interventions will have hard copy so teachers can reference the skill.
4. Pre- and post- Block Tests will determine the skills mastered or in need of remediation. This instrument is the same for the pre- and the post- test. Because the test is the same, the teacher is able to determine which skills need to be addressed. The Block Tests are given every 6 weeks.

Please explain how the action plan was implemented to reach this goal.

Based on CRT data and teacher recommendation from the previous year, students were provided intervention and supplemental classes powered by ALEKS. Students are monitored with ALEKS throughout the year and remain in the supplement class to get additional help with new math concepts.

This is the measurement identified in the plan to determine if the goal was reached.

1. Students in grades K-6 are administered a comprehensive test which determines whether or not they have mastered the Exit Standards from their prior school year. This test is given three times a year. Students not at benchmark are given intensive interventions on a daily basis.
2. Progress Monitoring is administered to all students if they are below benchmark and working in the pullout groups.
3. Block tests are given every 6 weeks. The pre- and post- test are the same so gains can be measured and specific learning objectives identified.

Please show the before and after measurements and how academic performance was improved.

68%

Math Content	Baseline Assessment	Year End Assessment
Whole Number Integers	32%	93%
Fractions and Proportions	15%	63%
Decimals and Percents	14%	48%
Measurement, Graphs, and Probability	6%	16%
Algebra	10%	35%
Geometry	5%	25%

ALEKS Math Software was used to intervene with students identified the previous year as needing a supplement class and ALEKS intervention.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category Description

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
20,089.00	Salaries and Benefits	2 Teacher Assistants trained in Early Steps, Next Steps, Higher Steps and Spaulding Reading I
1,962.00	Supplies	Reading Materials
20,003.00	Library	Books and Intervention supplies
4508.00	Software	Library Software, Razz Kids Reading, AIMS WEB

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$31849 to the 2014-2015 school year. This is 50% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

The amount budgeted for was much lower than the amount distributed and the additional funds were not spent. The upcoming budget year of 2014-15 has taken these funds into account and been distributed accordingly.

ITEM C - The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

If OPA has carry-over money, this money will be spent on the purchase of library books and instructional materials. Since we are moving into a brand new building next year, unexpected expenses for library storage and bookcases will more than likely occur.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

At additional 3100.00 was spent on library books and supplies to cover unexpected expenses for library storage, bookcases and library software.

ITEM D - The school plan was advertised to the community in the following way(s):

- School newsletter
- Other: Please explain.

Explained in the Parent Newsletter, Website and in a Charter Board Meeting.

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

Dist. 9 Wayne Niederhauser

U.S. Representatives

State Representatives

District School Board

State School Board

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?
Not required for Charter Schools.**