

# SCHOOL REPORT



OGDEN PREPARATORY  
ACADEMY

**2021 - 2022**

# QUICK GLANCE

## ACHIEVEMENT



- ELA mastery increased by **2.0%**
- Mathematics mastery increased by **0.5%**
- Science mastery decreased by 1.9%

### What we are doing about it:

- Benchmarking assessment to inform instruction
- Quarterly data dives to inform instructional decisions
- AVID
- Leader in Me

## GROWTH



- English Language Arts: **57%** of students improved
- Mathematics: **53%** of students improved
- Science **55%** of students improved

### What we are doing about it:

- Student Personalized Education Plans
- Targeted interventions
- i-Ready and Acadience Math to track and monitor progress
- STAR and Acadience Reading to track and monitor progress

## ENGLISH LEARNER PROGRESS



- Learners making adequate progress increased by **2.5%**
- Reaching proficiency: 3% of EL students reached proficiency

### What we are doing about it:

- AVID Excel Program (Junior High)
- Ellevation Program and Training
- Monthly Academic Language Trainings

## EARLY LITERACY



- Reading on grade level: number of students increased **3.3%**
- Making progress: number of students increased **13.5%**

### What we are doing about it:

- LETRS Training for all reading teachers
- Additional Teacher Assistance in grades K-3
- Accidence assessment and monitoring

# SELF REPORTING INDICATORS

## BALANCED PARTICIPATION BY DEMOGRAPHIC SUBGROUPS

Across Utah, many districts have participation gaps for students who are enrolled in signature programs. This means certain groups (racial minorities, economically disadvantaged, etc.) are not well represented in signature programs and honors classes. At OPA, we encourage students to take the most advanced coursework they wish to, and we strive to support each student. We are proud to say that all of our student demographics are well represented within our programs, as demonstrated by the table below.

Subgroup:	Hispanic	Economically Disadvantaged	Students with Disabilities	English Learners
Whole School	71%	66%	12%	22%
AVID	82%	65%	5%	33%
Honors or Advanced Coursework	62%	50%	4%	15%

## DROPOUT PREVENTION

Students entering high school with credit deficiencies are at increased risk of dropping out of high school. OPA has several programs in place to support students academically and prevent their leaving OPA with deficiencies.

- Academic Mentor
- Credit and Gap Recovery courses
- Personalized Education Plans
- AVID

At the start of the 2021-2022 school year, 78% of our incoming 9th graders were identified as “at risk” for dropping out. Our goal for all our 9th graders is to leave OPA “on track” for graduation. At the end of the school year, only 23% were still at risk and 77% of our 9th graders were on track for graduation.

# SELF REPORTING INDICATORS

## TEACHER AND STUDENT RETENTION

- Since Charter schools are schools of choice, it is typical to have low retention rates among students and teachers. OPA is pleased with the high retention rates we maintain.
  - Teachers: 90%
  - Students: 93%; State Charter School median student retention is 80%

## POSITIVE BEHAVIOR INTERVENTION SYSTEMS (PBIS)

- The OPA Elementary and Junior High have both implemented PBIS plans this year.
- Teachers and staff are encouraged to promote positive behavior through modeling and positive reinforcement.
- Teachers and staff give tickets to students who demonstrate positive behavior aligned with the 4 school foundations: Be Safe, Be Respectful, Be Responsible, Be Prepared.
- Weekly drawings are held to reward students for positive behavior.
- When behavior issues do occur, teachers implement the Responsibility Centered Discipline system.

# ACHIEVEMENT

Each Spring, students are assessed in the concepts and skills taught in the classroom, measuring student learning and the Utah State Standards.

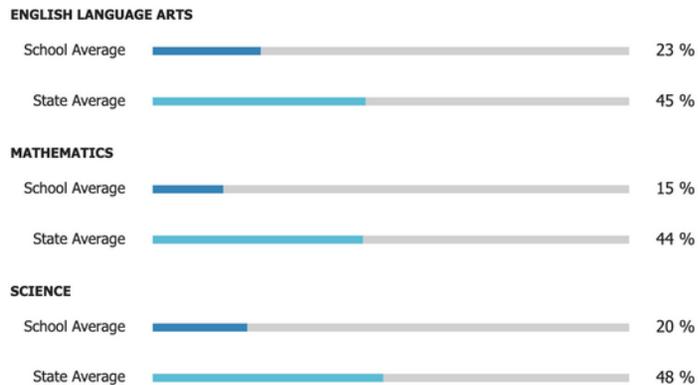
Achievement shows the percentage of students who demonstrated mastery of grade-level standards in each subject.



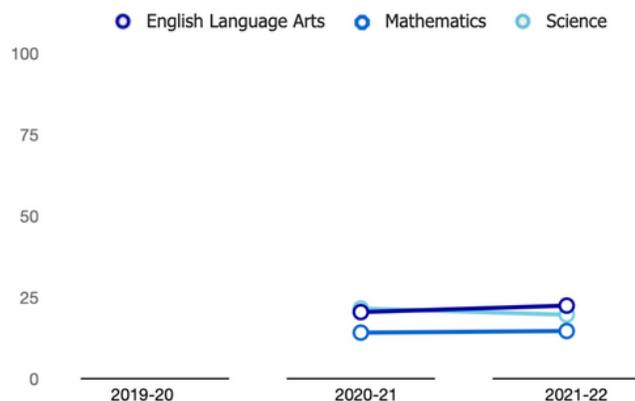
## HOW IS THIS SCHOOL PERFORMING IN EACH SUBJECT AREA?



## HOW DID THE SCHOOL PERFORM COMPARED TO DISTRICT AND STATE?



## HOW DID THE SCHOOL PERFORM OVER TIME IN EACH SUBJECT?



# GROWTH

Each spring, students are assessed in the concepts and skills taught in the classroom, measuring student learning and the Utah State Standards. This measure shows the amount of improvement, or growth, students have made in each subject, illustrating the extent to which student learning is improving.

To provide context, growth in each subject area is described as high, average, or low.

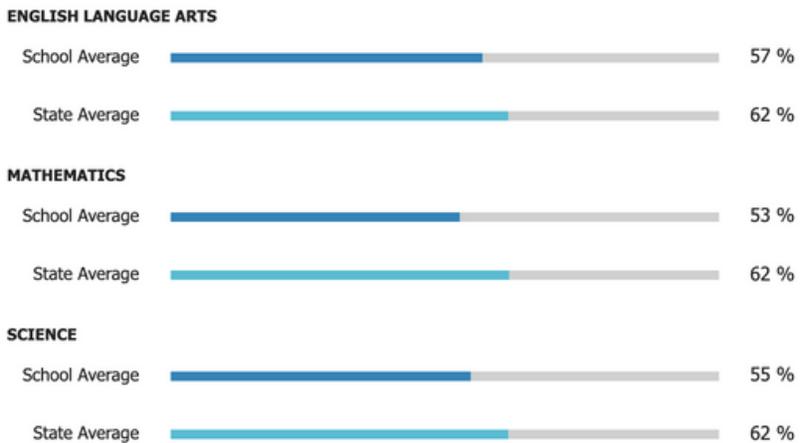
[View this video](#) about student growth to learn more.



## HOW IS THIS SCHOOL PERFORMING IN EACH SUBJECT AREA?

<b>ENGLISH LANGUAGE ARTS</b>	56.9%	Average
<b>MATHEMATICS</b>	52.8%	Average
<b>SCIENCE</b>	54.8%	Average

## HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT AND STATE?



## HOW IS THIS SCHOOL PERFORMING ON GROWTH OF LOWEST 25%?

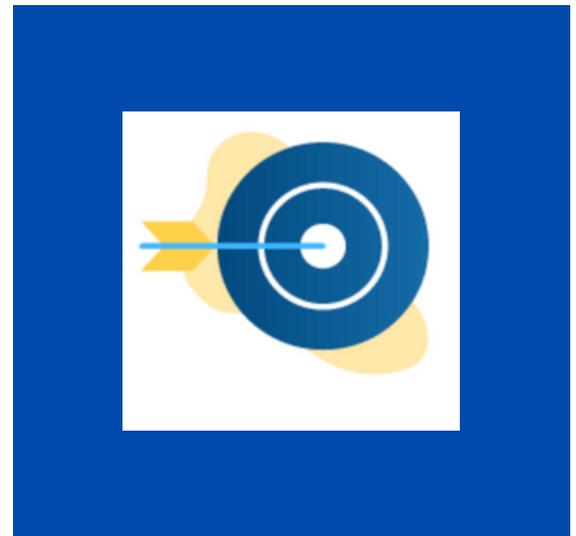


# ENGLISH LEARNER PROGRESS

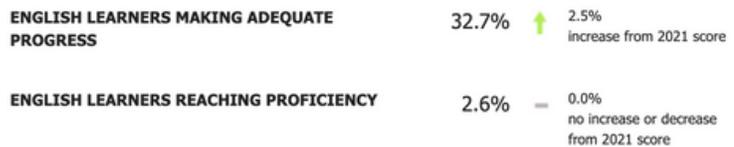
English learner (EL) Progress is a measure of students who are learning English. The indicator demonstrates students' progress toward becoming proficient in the English Language.

The WIDA ACCESS assessment is given to all English Learners in Utah annually, and measures the progress EL students make each year in listening, reading, speaking, and writing in English.

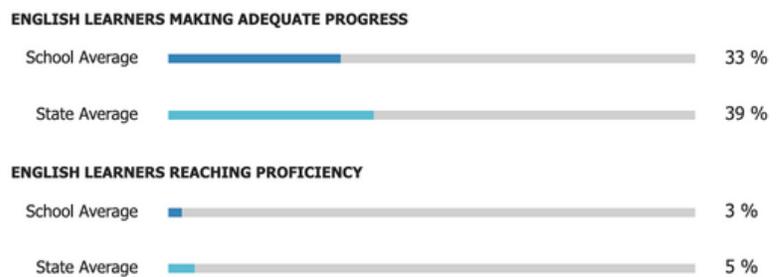
[Visit here](#) for more WIDA parent information.



## HOW ARE STUDENTS PROGRESSING TOWARD ENGLISH LANGUAGE PROFICIENCY?



## HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?



# EARLY LITERACY

Early Literacy is a measure of students' reading in early elementary grades. While Early Literacy is not factored into school accountability calculations and does not receive points or a rating, reading on grade level by the end of third grade is a strong predictor of future academic success.

Acadience Reading is a benchmark reading assessment given to Utah students in early grades. These data show the percentage of students reading on grade level and making typical or better progress by the end of first, second, and third grade.



## HOW ARE STUDENTS PROGRESSING TOWARD EARLY LITERACY?

### READING ON GRADE LEVEL

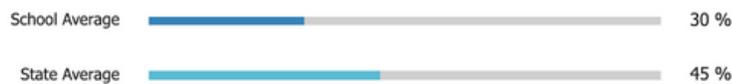
30.3% ↑ 3.3% increase from 2021 score

### STUDENT MAKING TYPICAL OR BETTER PROGRESS

66.9% ↑ 13.5% increase from 2021 score

## HOW DID THE SCHOOL PERFORM COMPARED TO DISTRICT AND STATE?

### READING ON GRADE LEVEL



### MAKING TYPICAL OR BETTER PROGRESS



## HOW DID THE SCHOOL PERFORM OVER TIME IN EARLY LITERACY?

