



Ogden Preparatory Academy Progress Update For data representing EOY 2021-2022

Self Reporting Indicators

- Participation Demographics by Primary 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.

- 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.

Growth

- English Language Arts: 57% of students improved
- Mathematics: 53% of students improved
- Science 55% of students improved
- What are we doing about it?
 - Students will create Personalized Education Plans (PEP) which will be reviewed and tracked at least quarterly to increase student ownership.
 - Students will review their PEP with their family during Family-Teacher conferences.

Early Literacy

- Reading on grade level: number of students increased 3.3%
- Making progress: number of students increased 13.5%
- What are we doing about it?
 - Additional Teaching Assistants assigned to the grade-level team to support student learning

English Learner Progress

- Learners making adequate progress increased by 2.5%
- Reaching proficiency: 3% of EL students reached proficiency
- What are we doing about it?
 - Academic Language will be the Instructional Strategy of the year, with monthly training and implementation follow-ups at Full Faculty Meetings
 - 100% of teachers will use academic and literacy strategies to support ML

- students.
- Teachers will be instructed on the use of ML teaching strategies and use them in their instruction

Achievement

- ELA increased 2.0%
- Mathematics increased 0.5%
- Science decreased 1.9%
- What are we doing about it?
 - Instructional time for ELA and Math has been increased.
 - Junior High: 5x5 schedule.
 - Elementary: reduced time in specials; schedule structure for better blocking
 - Targeted intervention instruction for at-risk students including multilingual learners.
 - Intervention Teaching Assistants assigned to ELA and Math CTTs
 - Elementary intervention Teaching Assistants will be trained in using the SPIRE reading program
 - Math interventions will be supported with i-Ready resources