

ADMINISTRATIVE BOARD REPORT

March 2024



OGDEN PREPARATORY
ACADEMY

Early Childhood Center

- 100th day-huge success!
- Kindergarten field trip to the Treehouse Museum
- Pre-K career week!

Upcoming:

- March 21st- Spring Picture Day
- April 11th-Kindergarten Family Night
- April 17th-OPA Family Skate Night



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Elementary

Events & Celebrations

- 6th LIM Assembly - March 13
 - Synergize
- Family Nights
 - No Family Nights in March
 - Kindergarten - Thursday, April 11
 - 1st Grade - Tuesday, April 23
- Leader in Me leadership tours
 - Our school was asked to provide a school tour to local school leadership from Northern Utah
 - Our leadership teams provided tours and shared what each leadership team is responsible for.



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Junior High

AVID & LIA Happenings

- Latinos in Action (LIA) students attended the LIA conference held at Weber State. This year's keynote speaker was Richard Montanez, a former Frito-Lay custodian who ended up inventing Hot Cheetos. The conference encourages positive cultural identity, service to community, and educational excellence.
- Advancement Via Individual Determination (AVID) students put together a recruitment video encouraging others to apply for next year's AVID Elective courses. AVID courses provide students relational and academic supports while pushing them to dream big. AVID's mission is to "close the opportunity gap by preparing all students for college and career readiness and success in a global society."
- AVID 8-9 students took a college field trip to Utah State and at the end of March, AVID 9 students will be visiting two campuses in southern Utah.



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Teaching & Learning

...

February Employee of the Month

Academic Excellence

James Rhodes- JH Social Studies & Science

James Rhodes exemplifies academic excellence. Not only does he require a high degree of rigor for his assignments, he has also stepped in this semester and taken on a study hall class where he is determined to help students regain the credits they need to graduate. James goes above and beyond to help all students reach academic excellence. Additionally, James works tirelessly in school to get his licensure and seeks out other certifications to make him a better educator.

Individual Growth

Natalie Garcia - Elementary Special Education Teacher

Natalie does a lot to help the students she works with. She is always seen going above and beyond to make sure her students are getting what they need. I have seen HUGE individual growth with my students that she works with. She is really making a difference in our students on an individual level!

Character Development

Jessica Sotelo - Grade 1 Teacher

Jessica inspires both students and colleagues to be their best. In addition to being an exemplary teacher, she has taken on the task of running a leadership team after school, so even our youngest students have the opportunity to showcase their leadership skills.

Assessment Updates

- [2023-2024 MOY Assessment Summary](#)
- [2023-2024 Assessment Calendar](#)
- **WIDA Testing**
 - Complete!
- **APPL - Spanish Speaking Test**
 - Scheduled for end of March
- **End of Year Testing**
 - We will be completing our summative training, and finalizing all assessment schedules before Spring Break
 - Test Window:
 - April 22- May 10

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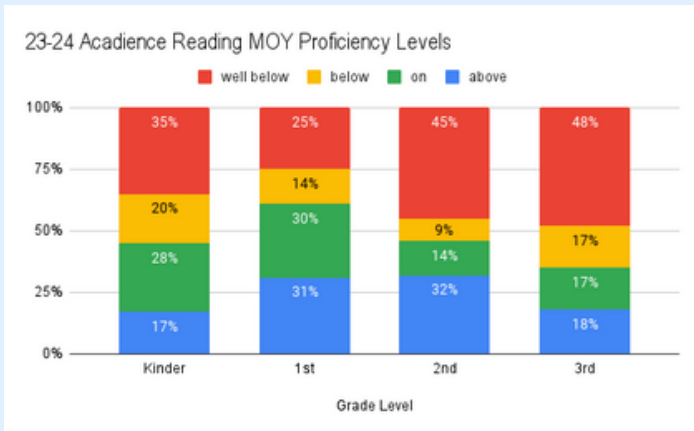


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MOY ASSESSMENT DATA, 23-24

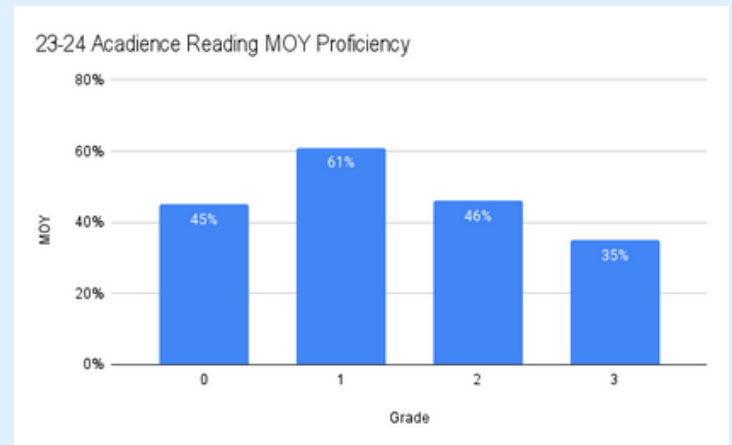
ACADIENCE READING

Score Breakdown:



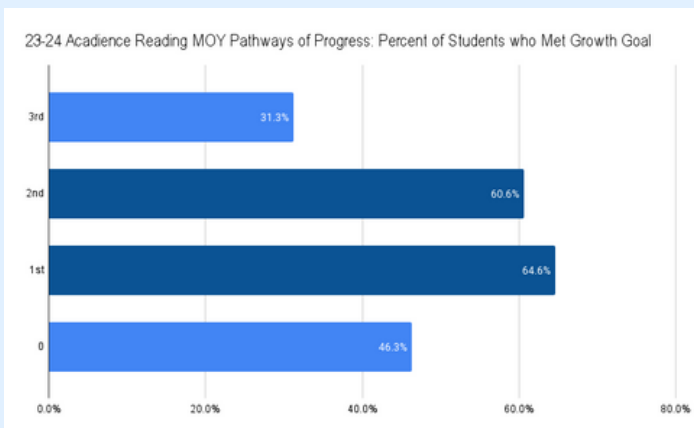
Proficiency:

Proficiency is based on the number of students scoring on or above grade level.

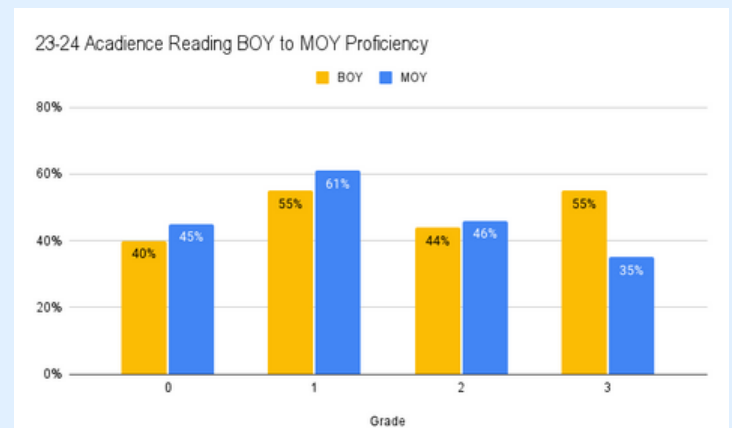


Growth:

Shows the percentage of students who made typical or better growth from BOY to MOY. The state goal is 60%.



Compare Proficiency from BOY to MOY.



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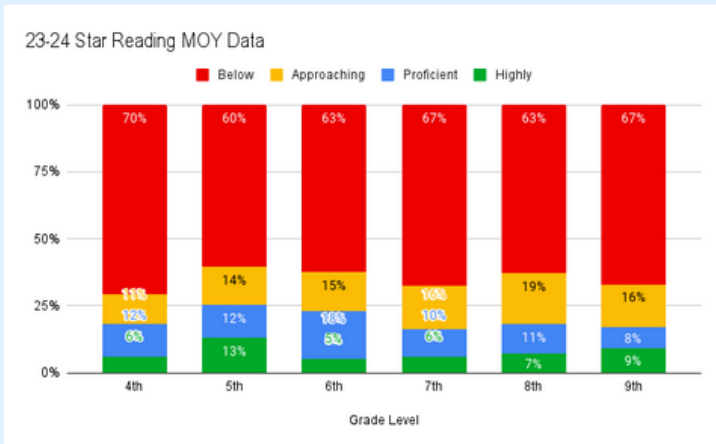


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MOY ASSESSMENT DATA, 23-24

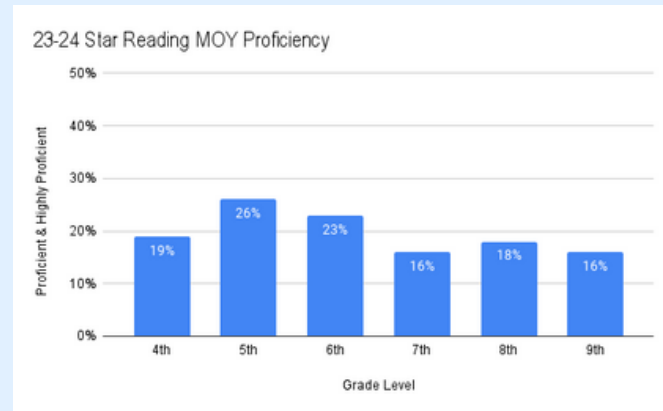
STAR READING

Score Breakdown:



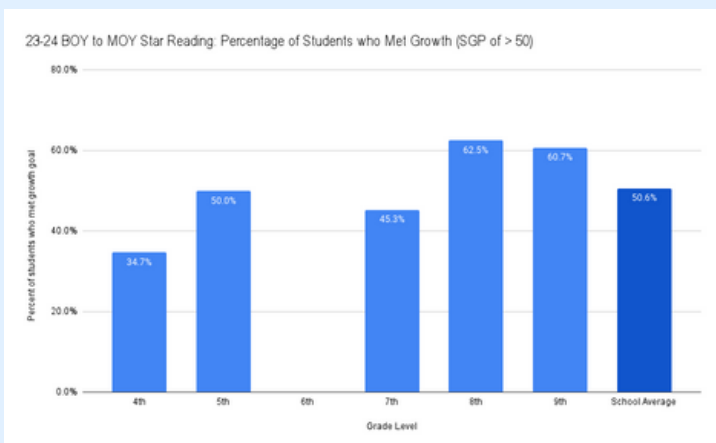
Proficiency:

Proficiency is based on the number of students scoring on or above grade level.



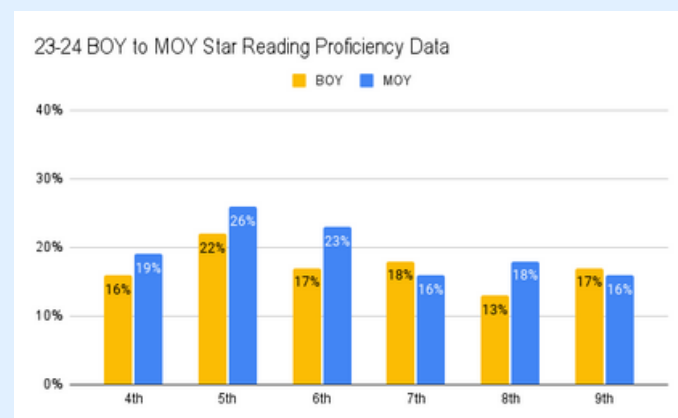
Growth:

Shows the percentage of students who had an SGP (Student Growth Percentile) of Greater than 50 from BOY to MOY.



*Missing 6th data - there is a reporting error

Compare Proficiency from BOY to MOY.



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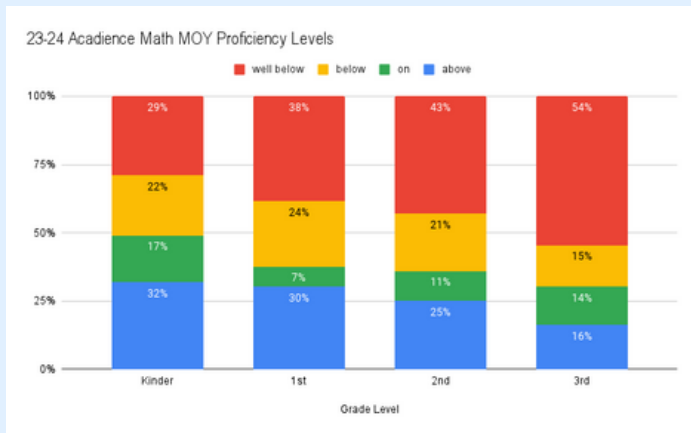


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MOY ASSESSMENT DATA, 23-24

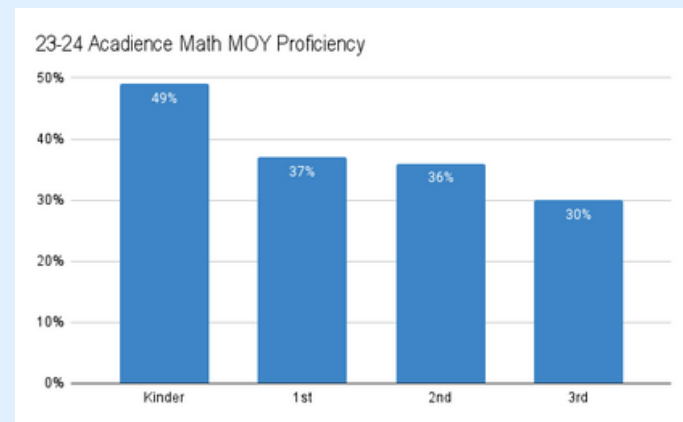
ACADIENCE MATH

Score Breakdown:



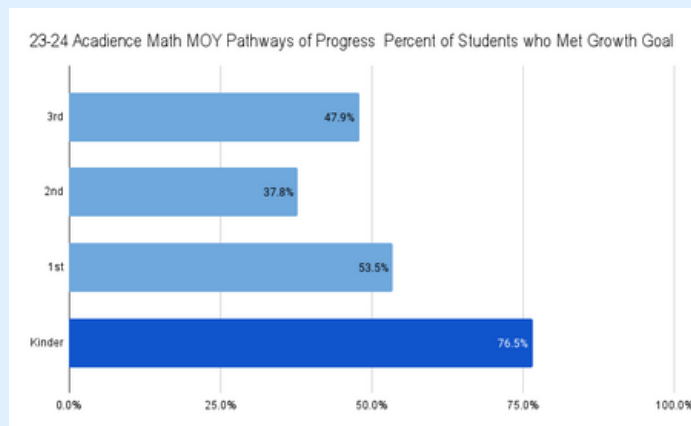
Proficiency:

Proficiency is based on the number of students scoring on or above grade level.

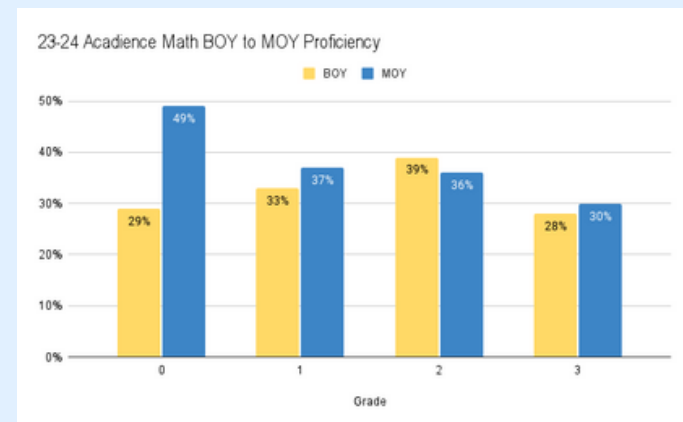


Growth:

Shows the percentage of students who made typical or better growth from BOY to MOY.



Compare Proficiency from BOY to MOY.



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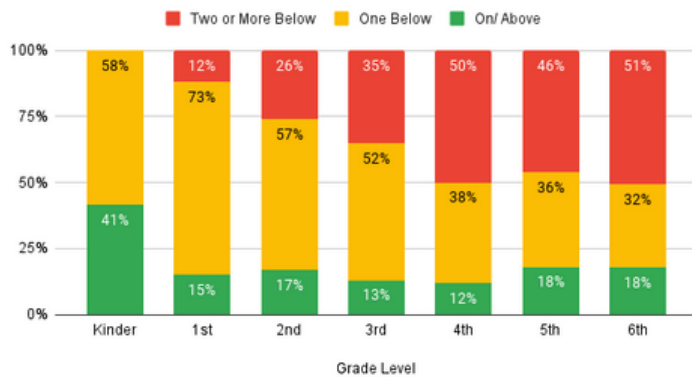
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MOY ASSESSMENT DATA, 23-24

I-READY DIAGNOSTIC

Score Breakdown:

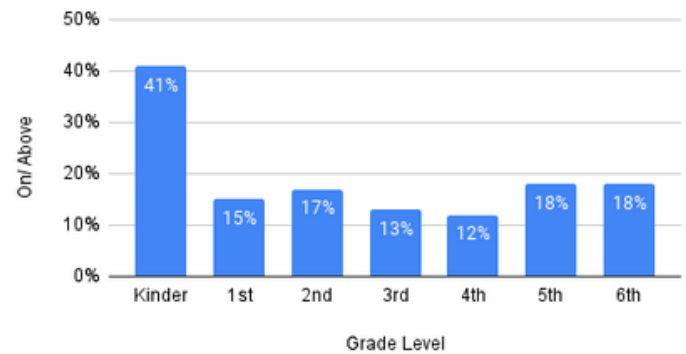
23-24 i-Ready MOY Overall Data



Proficiency:

Proficiency is based on the number of students scoring on or above grade level.

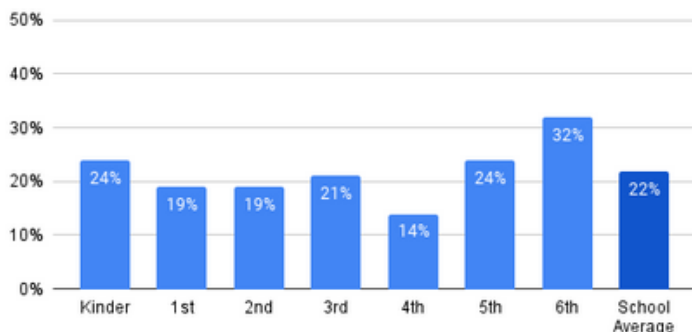
23-24 i-Ready MOY Proficiency



Growth:

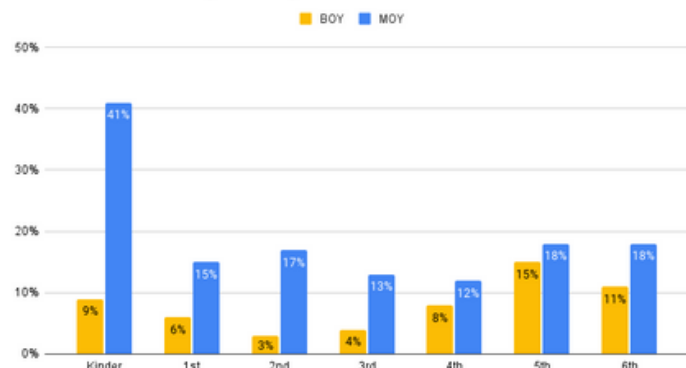
Shows the percentage of students who have already met their growth goal for the entire school year.

23-24 i-Ready MOY % of Students who Met Typical or Better Growth Goals



Compare Proficiency from BOY to MOY.

23-24 BOY to MOY i-Ready Proficiency



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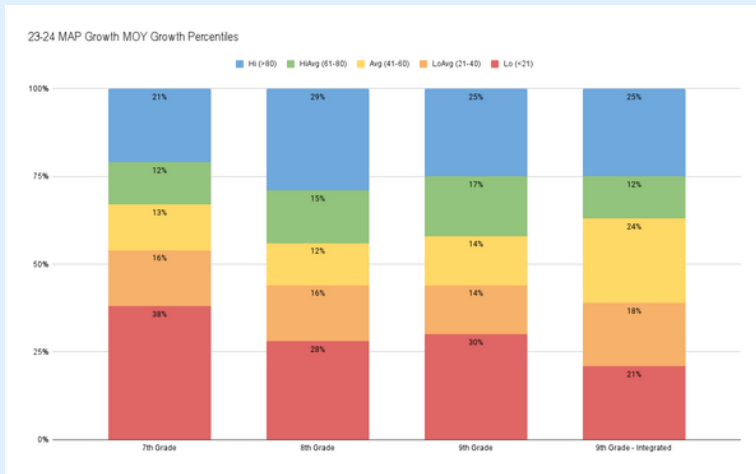
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MOY ASSESSMENT DATA, 23-24

MAP GROWTH

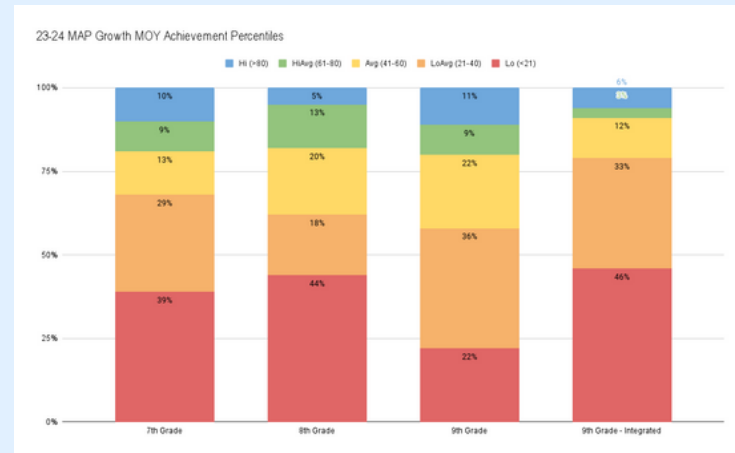
Growth:

Shows the percentile ranking for observed growth between two testing terms compared to other same-grade US students.

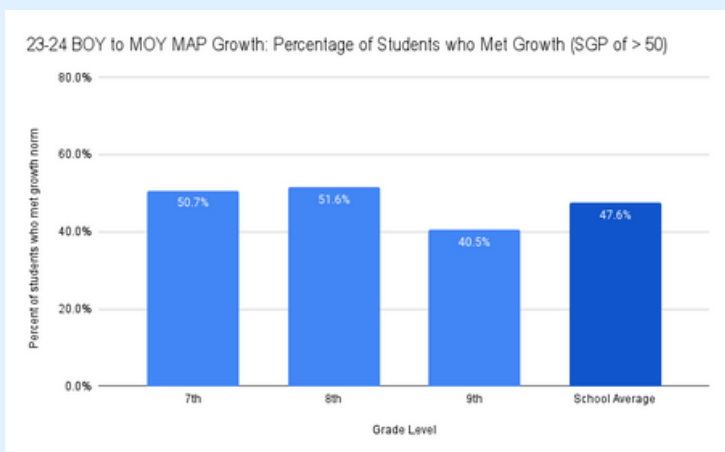


Achievement:

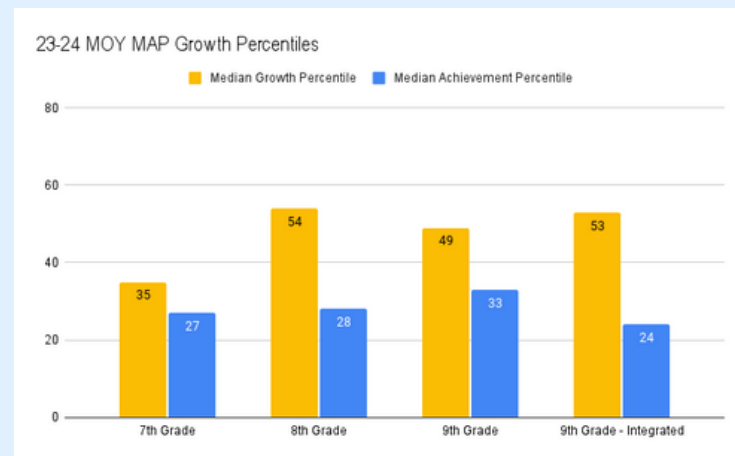
Shows how student scores compare to other same-grade US students for one testing window (MOY).



Shows the percentage of students who had an SGP (Student Growth Percentile) of greater than 50 from BOY to MOY.



Median Growth and Achievement Percentile by Grade-level





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Operations

Business and Human Resources

- COVID Tax Refund. Appeal is pending. We are working with B10 to figure out how to manage their bill, since we may not be able to keep the funds.
- School Land Trust FY25 plan has been submitted.
- Elizabeth Callison has decided to step down as Special Education Director. She will be working with us as an evaluator. Aimee Melton, one of the Elementary SpEd Coordinators, will be the Special Education Director for next year.
-

Programs

- Title 1 visit follow-up: we submitted the Cash Handling Policy. We need to make revisions to the Family Engagement Policy, and we have 8 Teaching Assistants who are working on becoming Highly Qualified.
- School Land Trust
 - Final Report for FY23 filed
 - Plan for FY25 filed
 - LEA Assurances submitted.

PTIF (Public Treasurer's Interest Fund)

December 2023 to February 2024

- Ending Balance: \$5,522,266.40
- Deposit: 0
- Interest deposited: \$74,758.60



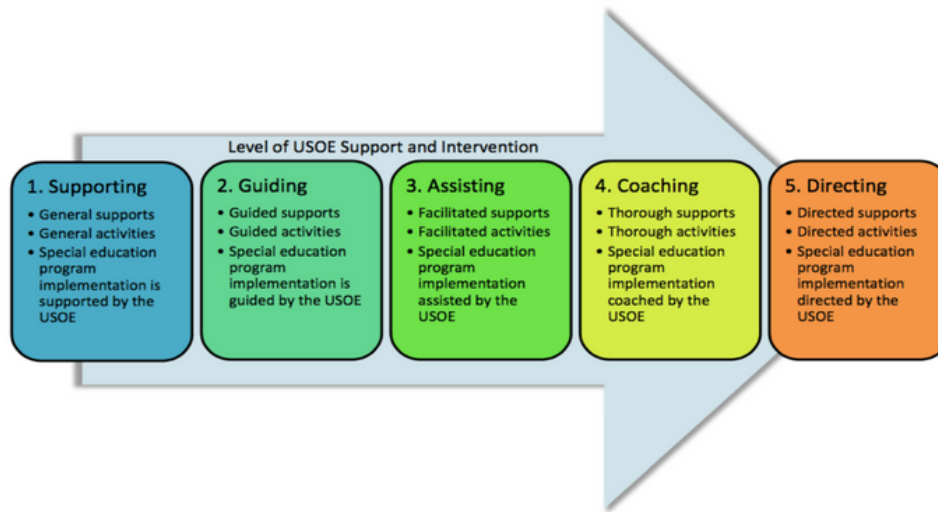
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Special Education APR board report

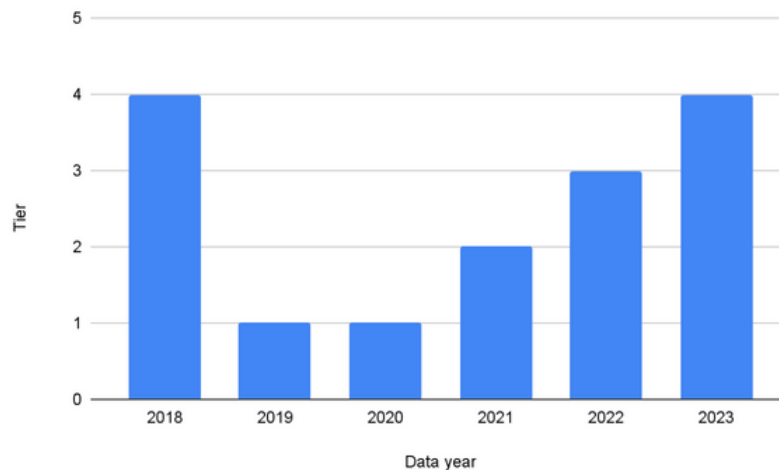
Special Education Program Implementation Monitoring Tiers



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.





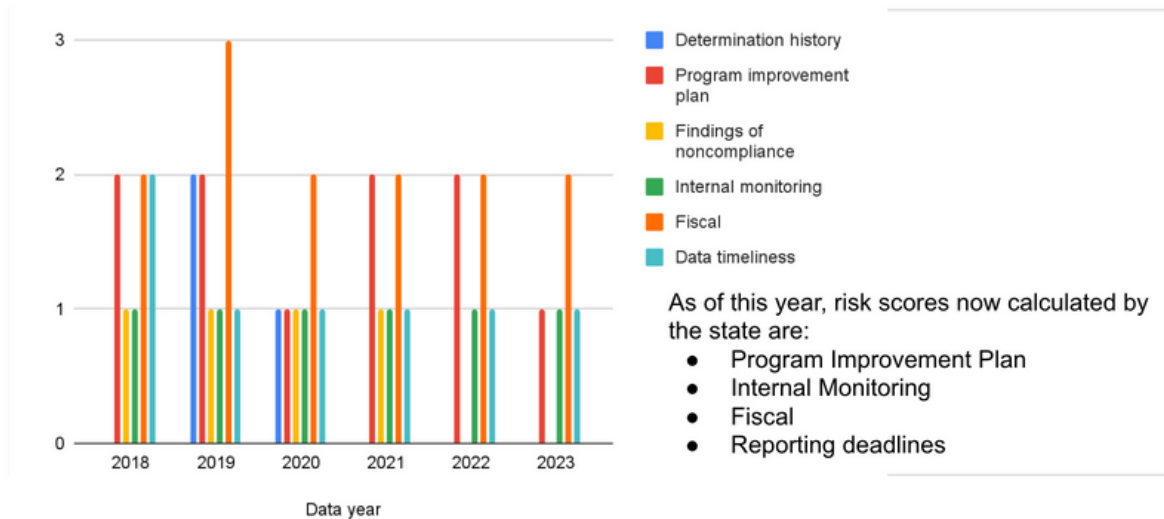
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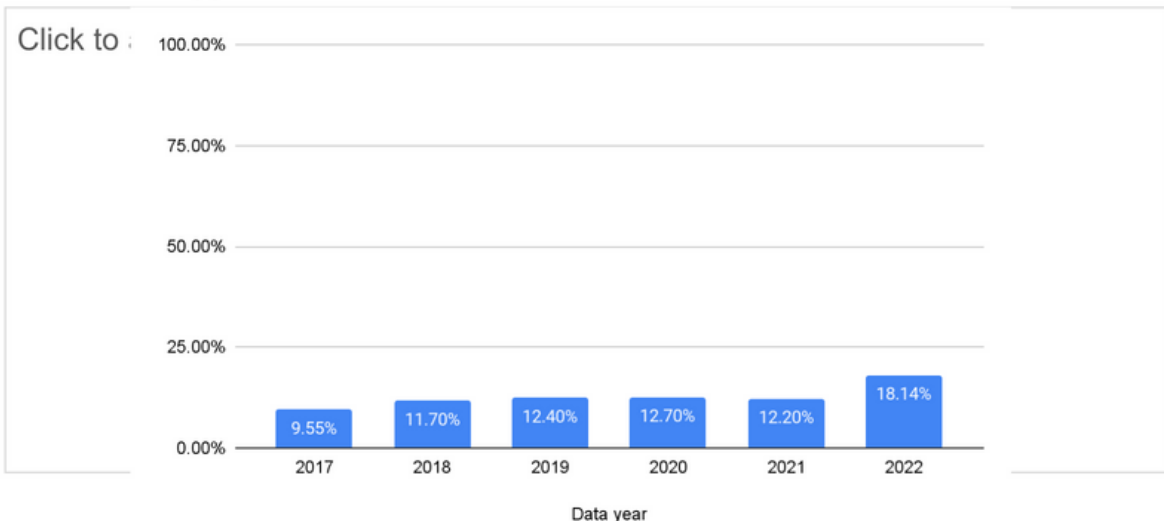
March 2024

Special Education

Risk score determinations



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





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Special Education

Indicator 3A- State assessment participation

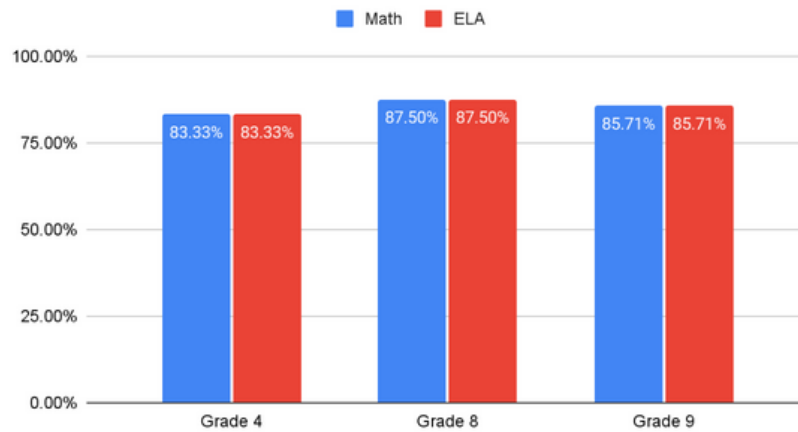
For the 2023 data, the USBE only looked at data for 4th, 8th and 9th grades in regard to participation and proficiency.

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

Historically, this was not disaggregated for grades 3-8, and included DLM data.

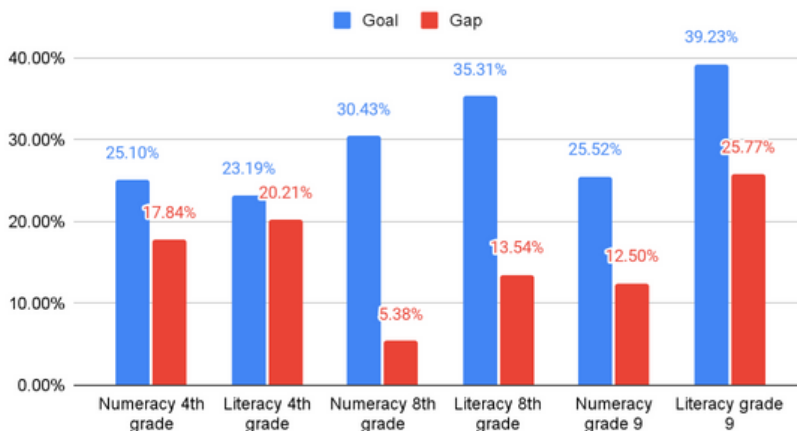
Students opting out may affect this score.

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



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

Gap calculation (We want this LOWER than the state goal)



This is a new calculation this year- all calculated gaps should be BELOW the state goal. We are PROFICIENT on this indicator



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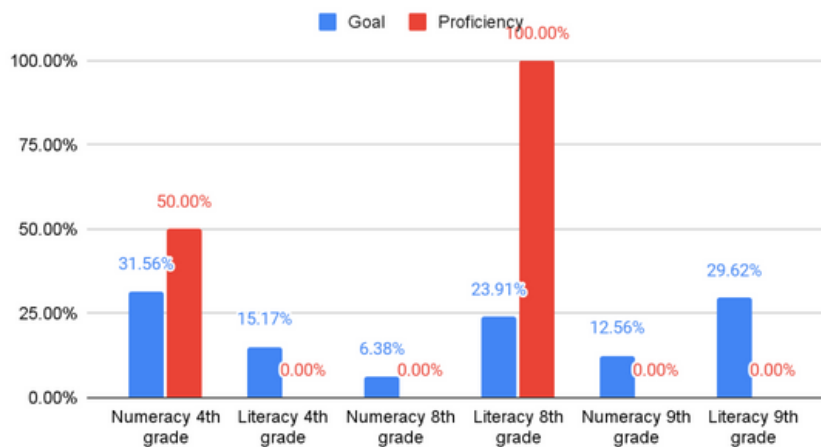
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Special Education

	RISE proficiency 4th grade- ELA	RISE proficiency 4th grade- Math	RISE proficiency 8th grade- ELA	RISE proficiency 8th grade- Math	Utah Aspire Plus proficiency- 9th Math	Utah Aspire Plus proficiency- 9th ELA
2018	9.09%	9.09%	0.00%	0.00%		
2019	16.67%	5.56%	0.00%	0.00%		
2021	7.14%	14.29%	0.00%	0.00%		
2022	0.00%	16.67%	0.00%	0.00%		
2023	0.00%	5.56%	0.00%	0.00%	0.00%	0.00%

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, 8 and 9 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



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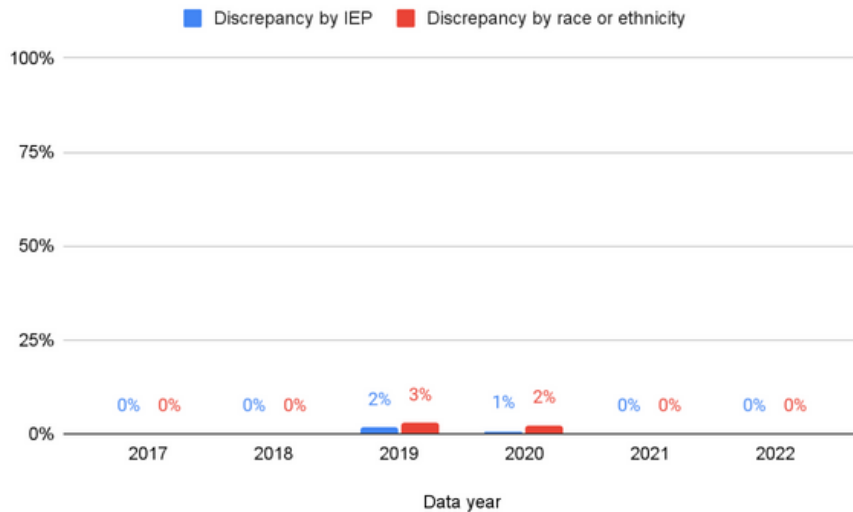
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Special Education

Indicator 4- Suspension and expulsion rates for SWD

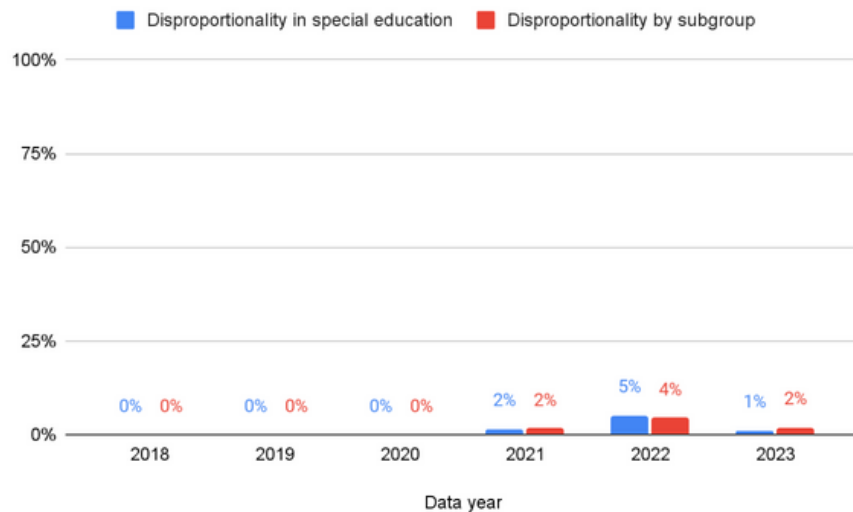
These scores are calculated based on any disproportionality in suspension or expulsion for students with disabilities in comparison to general education peers and students with disabilities and minority status in comparison with peers. For FFY 2020 and 21, OPA exceeded the state target discrepancy rate of 0%.



Indicator 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.





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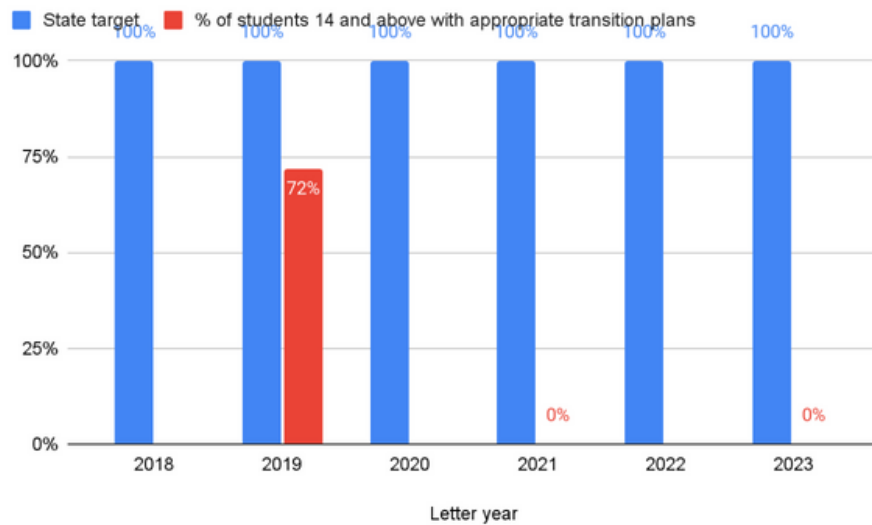
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Special Education

Indicator 13: Secondary transition plans

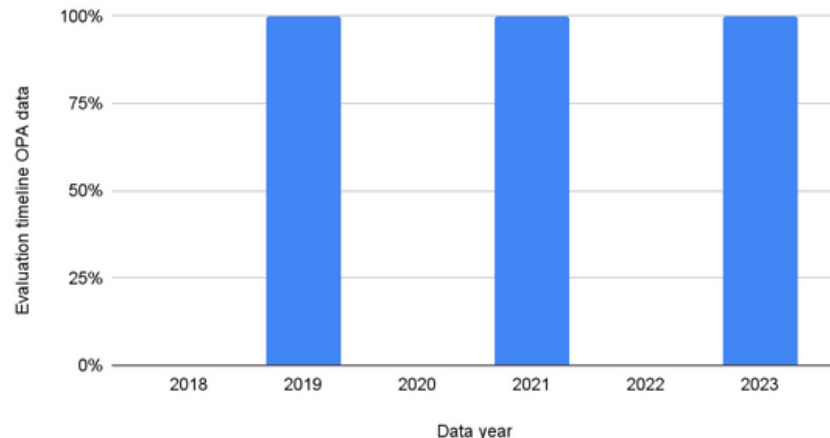
Transition planning expectations have changed significantly based on input from OSEP. OPA's numbers for 2023 were 0% due to a lack of active language in the goal writing, and misunderstandings regarding the use of the state-approved transition elevated app as a transition assessment. All JH sped teachers participated in the Utah Transition Institute over the summer and are enrolled in the state-approved course on transition planning through MIDAS.



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





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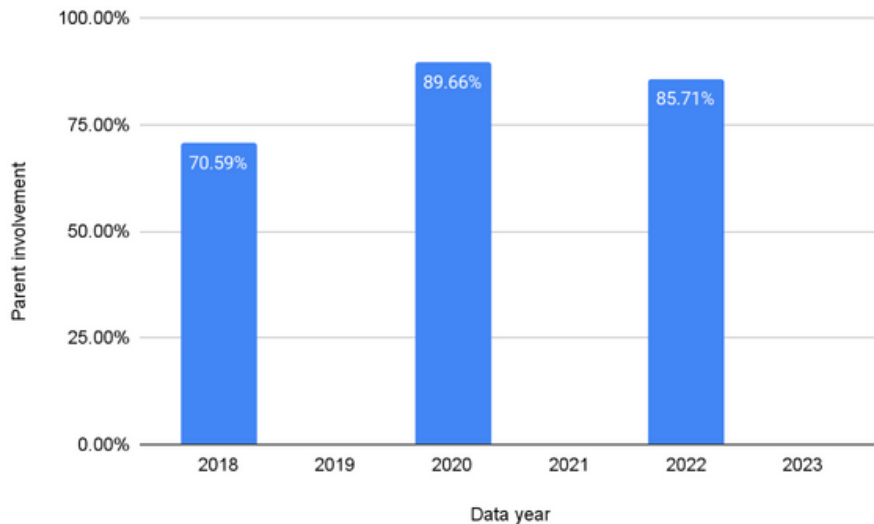
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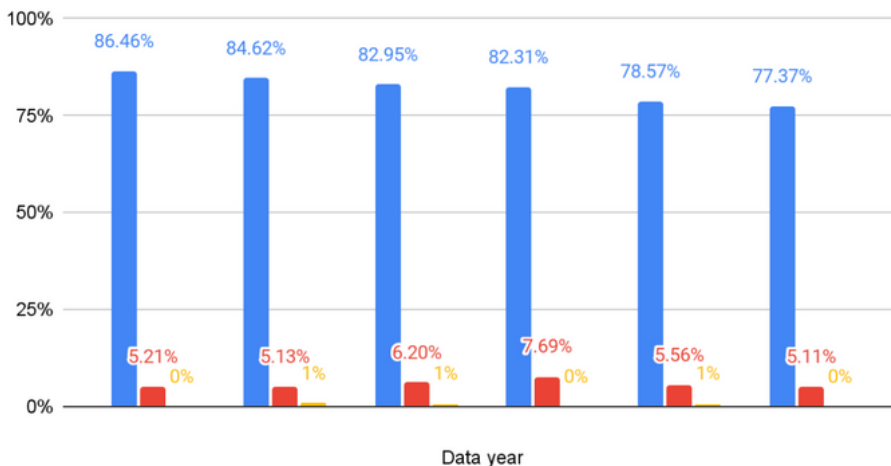
Indicator 8: Parent involvement

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%. OPA has been identified for the parent survey this year, and we will have data next year.



Indicator 5: Access to the general curriculum

- Regular class 80% or more
- Regular class less and 40%
- Separate schools, residential facilities or homebound/hospital



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 17.52% of our population for 2022-2023.

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.



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Data Enrollment

Grade	PreK	K	1	2	3	4	5	6	7	8	9	All
FY24 Mar	40	97	101	95	98	101	105	90	107	102	93	1029
FY23 Mar	0	100	103	100	102	102	92	101	114	103	100	1017
October 1	38	98	101	95	99	106	111	93	109	106	99	1055
Goal enrollment	60	100	100	100	100	100	105	105	110	110	110	1040
Lottery Pull target	69	110	110	110	110	110	115	115	120	120	120	1140

Waitlist- 2023-2024 Waitlist- 2024-2025

Grade	OGDEN PREPARATORY ACADEMY					
	I	A	GWL	SWL	TWL	FWL
PS	0	0	0	0	0	0
K	0	138	0	0	0	0
1	1	41	1	0	0	0
2	0	31	0	0	0	0
3	0	30	0	0	0	0
4	2	26	1	1	0	0
5	8	36	3	5	0	0
6	1	35	0	1	0	0
7	0	38	0	0	0	0
8	1	32	1	0	0	0
9	3	17	1	2	0	0
Totals:	16	424	7	9	0	0

Grade	OGDEN PREPARATORY ACADEMY					
	I	A	GWL	SWL	TWL	FWL
PS	25	2	13	12	0	0
K	9	79	7	2	0	0
1	24	0	7	17	0	0
2	9	0	5	4	0	0
3	5	0	3	2	0	0
4	12	0	5	7	0	0
5	6	0	5	1	0	0
6	15	0	12	3	0	0
7	13	0	10	3	0	0
8	1	0	1	0	0	0
9	6	0	4	2	0	0
Totals:	125	81	72	53	0	0

Trends

Annual Withdrawals		Student Retention		Teacher Retention	
2017	76	2019	87.74%	2018	83.00%
2018	70	2020	86.80%	2019	87.00%
2019	58	2021	91.21%	2020	90.00%
2020	77	2022	89.13%	2021	87.14%
2021	94	2023	92.79%	2022	89.47%
2022	78	2024	96.33%	2023	85.54%
2023	100	2022 Charter Average	79.80%	2024	84.21%