

# Final Report 2019-2020 - Karl G. Maeser Preparatory Academy

Final Report Approved

## Final Report Approval Details

**Submitted By:**

Robyn Ellis

**Submit Date:**

2021-04-12

**Admin Reviewer:**

**Admin Review Date:**

**LEA Reviewer:**

Karen Rupp

**LEA Approval Date:**

2021-04-15

**Board Approval Date:**

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2019 and from the LEA's data entry of the School LAND Trust expenditures in 2019-2020.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
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Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2018-2019	\$0	\$8
Distribution for 2019-2020	\$76,005	\$78,053
Total Available for Expenditure in 2019-2020	\$76,005	\$78,061
Salaries and Benefits	\$38,655	\$25,266
Contracted Services	\$5,000	\$13,998
Professional Development	\$1,250	\$0
Books Curriculum Subscriptions	\$1,500	\$3,348
Technology Related Supplies	\$0	\$35,441
Hardware, etc.	\$27,400	\$0
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0
Total Expenditures	\$73,805	\$78,053
Remaining Funds (Carry-Over to 2020-2021)		\$8

Goal #1

close

State Goal

close

80% of students who previously failed a math course during the 2018-19 school year will pass with at least a C-.

## Academic Area

close

- Mathematics

## Measurements

close

### Measurements

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

1) Student to teacher ratios in our middle school math classes in the 2018-2019 school year will be compared to the ratios in 2019-2020

2) F reports will be reviewed weekly by teachers to compare previous performance to current student performance to collaborate on instructional practice.

3) The math co-teachers will collaborate weekly. to regularly assess their teaching effectiveness based on student performance of homework completion, test scores, and assignments.

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

Class cohorts for math 19-20:  
Class of 2020= 0 Fs (improved)  
Class of 2021= 2 Fs in Q3 (same person, referred)  
Class of 2022 = 0 Fs  
Class of 2023 = 1 Incomplete (remediated later medical)  
Class of 2024 = 1 Incomplete, 2 Fs Q2, 1 Fs Q3. (remediated in CR, MTSS referral)  
Class of 2025 = 1 F Q2, and 1 F Q3 (remediated, IEP)

## Action Steps

close

### **This is the Action Plan Steps identified in the plan to reach the goal.**

- 1) A part-time math teacher will be hired to reduce the teacher to student ratio in middle school classes.
- 2) Three math teachers will attend the national math conference being held in the summer of 2019.
- 3) The math department chair and school administration will observe teachers throughout the school year and provide meaningful feedback on teaching strategies and will monitor student progress through class grades.

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

A part-time math teacher was hired to co-teach all Math AB classes. Three teachers did attend national math conference and two presented. Math team observes each others classes and gives peer feedback to improve instructional practices.

close

No

Goal #2

close

State Goal

close

Improve student writing by 5% based comparing the 2018-19 standardized tests to the 2019-20 test scores.

Academic Area

close

- English/Language Arts

Measurements

close

**Measurements**

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

- 1) The school will compare writing scores from the 2018-2019 Utah Aspire Plus test to scores of the 2019-2020 scores.

2) Writing scores for 8th graders from the 2018-2019 RISE test will be compared to the 2019-2020 school year.

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

We were unable to complete the Utah Aspire and RISE testing due to pandemic. We are developing our internal rubrics for comparison for 21-22. We will modify goal to reflect writing performance. 95% of students have passed Language Arts courses for their grade level. The other 5% have remediated.

Action Steps

close

**This is the Action Plan Steps identified in the plan to reach the goal.**

- 1) The Institute for Excellence in Writing (IEW) seminar will be taught to the school's English teachers. This is a program designed to help teachers become more effective in teaching students how to write more effectively.
- 2) Teachers will attend IEW trainings in the summer of 2019.
- 3) Chromebook labs for four English classrooms will be purchased so students will have access to online writing resources and be able to write in Google classroom.

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

IEW was held virtually in June; however, the virtual format did not work as well as in person instruction for adult learning. IEW was implemented and practiced in 7-9th grades but COVID interrupted end of level final testing. Chromebooks were utilized in every English/Socratic class to access online writing resources.

IEW trainers will be coming in person June 2-4, 2021 to train new personnel and current teachers for implementation at all grade levels.

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Digital Citizenship/Safety Principles Component

close

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No

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Goal #3

close

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State Goal

close

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Increase Maeser's ACT composite score by 0.5 points from the 2018-19 scores to the 2019-20 scores. 80% of students who take the AP classes with the Albert program will score a 3 or better on the AP exam.

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Academic Area

close

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- English/Language Arts
  - Mathematics
  - Science
  - Social Studies
  - World Languages
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Measurements

close

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## Measurements

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

- 1) The school will compare the overall 2018-2019 ACT school scores to the 2019-2020 scores.
- 2) ACT test scores for students who enrolled in the ACT prep class and used the ACT online resources will be compared to their Utah Aspire Plus test scores that were taken in 9th and 10th grades in order to assess whether the class and online resources were effective. We will be looking for upward trends in the predictive score from the Aspire test to their actual ACT test score.
- 3) The school will analyze AP test scores from students who had access to the Albert online program that is designed to help students improve their AP scores. Pre-tests will be given before the online program is started to their actual AP scores in order determine its effectiveness.

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

18-19 ACT data: 97 students tested

\*\*English = 25.6

\*\*Math = 25.1

\*\*Reading = 26.4

\*\*Science = 24.3

\*\*Composite = 25.5

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## Action Steps

close

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**This is the Action Plan Steps identified in the plan to reach the goal.**

- 1) An instructor will be hired to teach an ACT class which will be offered to all sophomore students free of charge.

2) Fifty licenses will be purchased from the ACT online prep site to assist in ACT prep for 50 of our high school students who are committed to using the program.

3) The Albert AP online program will be purchased for our geography, environmental science, and Latin AP courses to assist students in preparing for and passing these AP exams.

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

- 1) 2 sessions of ACT prep were conducted prior to COVID-19 shutdown.
- 2) Licenses were purchased and 35 students signed up to take ACT online. 5 students completed entire prep course online.
- 3) ALBERT AP online program purchased for Geography and Environmental Science. Latin had curriculum change, so did not pursue ALBERT after free trial. Data was utilized to make decision to not renew ALBERT subscription for 20-21.

Digital Citizenship/Safety Principles Component

close

No

Amendment #1

close

**Explanation for Amendment:**

In Goal #1 the school planned on hiring a part-time math teacher at the cost of \$25000 to help reduce the student to teacher ratio. During the summer, a math teacher was hired but switched to a full time job at another school right before school started. As a result, the committee decided to hire two math aides in place of the teacher at the same price. This will allow the school to have more adult staff in the classrooms then originally planned.

### **Final Explanation for Amendment:**

Two math aides were hired to assist teacher in math classes. The increased number of adult helpers in the room to answer questions, solidify information, and keep students on task provided support and increased satisfaction to students as reported by anecdotal evidence in survey.

### **Expenditures**

Category	Estimated Cost
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$27,400
Textbooks (Online Curriculum or Subscriptions)	\$1,500
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$5,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$38,655
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$1,250
Total:	\$73,805

### **Funding Changes**

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

Goal #2 - Additional funds will be used to purchase Chromebooks which will provide more students access to the writing tools. Goal #3 - Additional funds will be used to buy more ACT licenses for student use. Goal #3 - Additional funds will be used to buy more Albert software for more AP courses.

**Description of how any additional funds exceeding the estimated distribution were actually spent.**

Additional funds were used to purchase Chromebooks, so devices are essentially one to one within school. Allowance for check-out of Chromebooks for home access for students who do not have accessibility to technology at home. We bought 50 ACT licenses and 35 students signed up. No additional Albert software licenses were needed.

### **Publicity**

**The following items are the proposed methods of how the Plan would be publicized to the community:**

- School website

**The school plan was actually publicized to the community in the following way(s):**

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Other: Please explain.
- School assembly
- School marquee
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	2	2019-04-16

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