



**UTAH**  
VIRTUAL ACADEMY <sup>SM</sup>

## Turnaround Exit Criteria Report

School Turnaround Presentation, July 29, 2020

# Agenda

1

Criteria 1: Above the bottom 3%

2

Criteria 2: Progress and Growth  
(outside accountability)

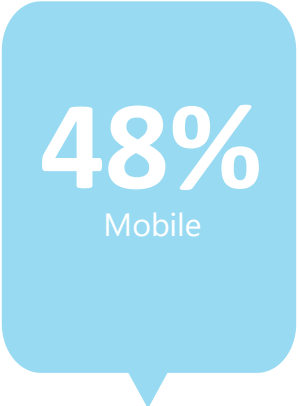
3

Criteria 3: SIP Implementation  
Data

4

Transition Plans

# Our Students



# Top 3 Reasons for Enrolling

---

1

Bullying

2

Anxiety

3

Health & Safety



# Porter James

---



When my son attended traditional brick and mortar school through the district, he was encouraged to remain enrolled in school and seek a certificate of completion instead of graduating on time with his peers.

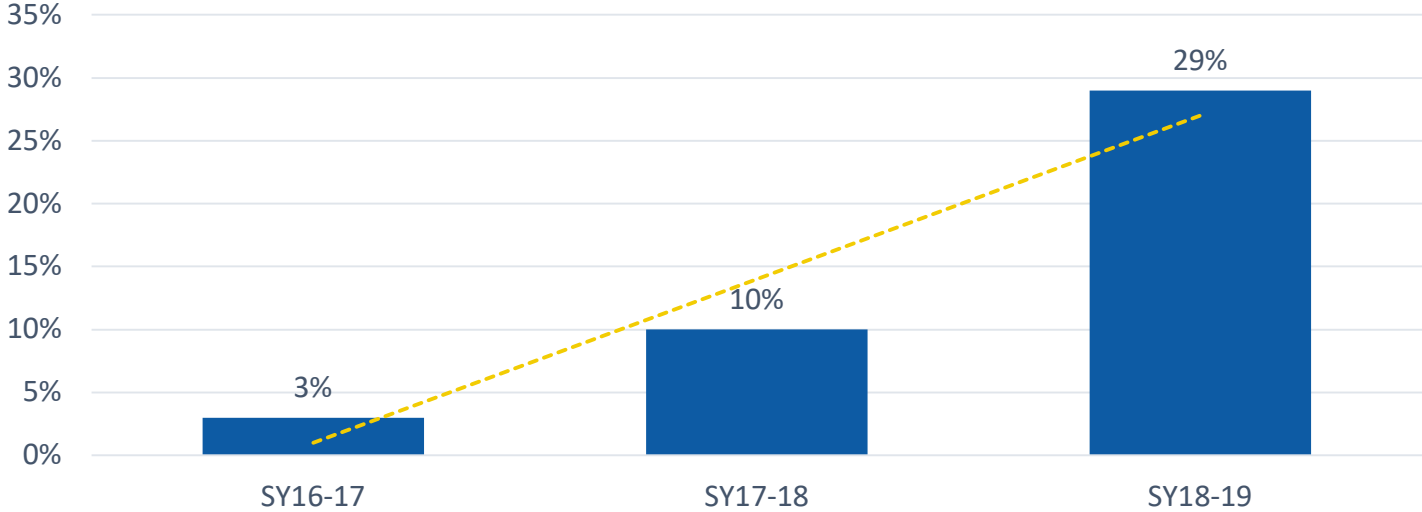
Through Utah Virtual Academy, he received wonderful care and services throughout his entire program. He joined the ambassador program available through UTVA and really began to feel like he belonged. Instead of being different and unique, he was accepted. He was able to qualify for the honor societies as well. Instead of just surviving school, he began to thrive in school. Everyone at UTVA made him feel important and cared for. His teachers, administration, friends, special education department, and service providers. It has been a wonderful experience and one I am so glad we tried.

It is with mixed and overwhelming emotions that we are discussing graduation. Not only did he graduate on time and with his class, he is able to graduate early allowing him an opportunity to seek more opportunities for gainful employment. The team at UTVA has helped us navigate not only the high school environment but has graciously and efficiently prepared us to transition to gainful employment. This is a dream come true for a mother!!! Thank you so much for all you have done and continue to do. I am so grateful your program exists. It has been life changing for us. Thank you!!!

-Krystal James

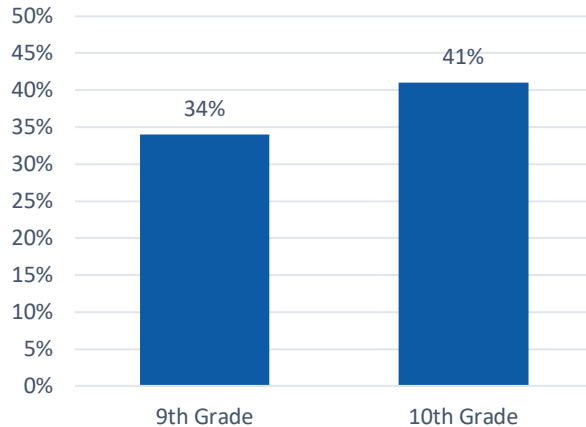
# Criteria 1: Above The Bottom 3%

## UTVA Accountability Rankings



# Criteria 2: Progress and Growth (outside accountability)

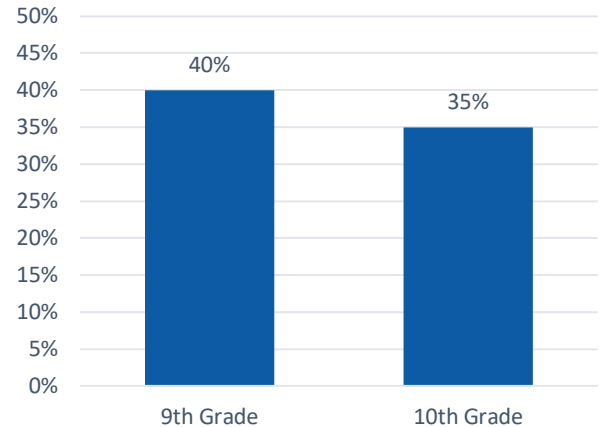
**NWEA Math Proficiency**  
2019-20



**35%**  
Tested below  
grade level in math  
on the beginning  
of year assessment

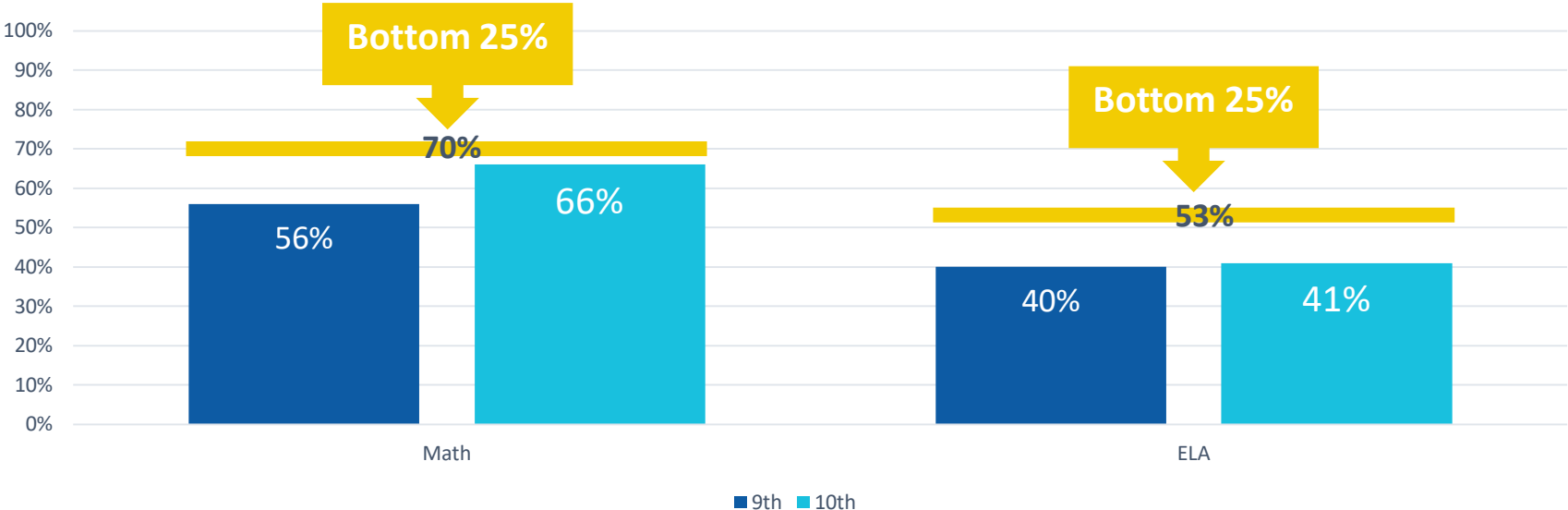
**45%**  
Tested below  
grade level in ELA  
on the beginning  
of year assessment

**NWEA ELA Proficiency**  
2019-20



# Criteria 2: Progress and Growth (outside accountability)

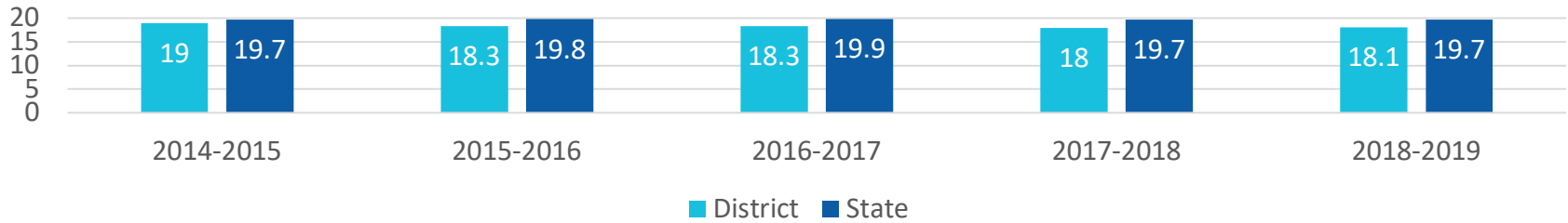
NWEA Growth  
2019-20



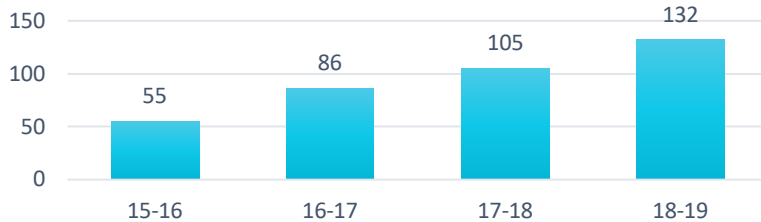


# Criteria 2: Progress and Growth (outside accountability)

## Average ACT Composite Scores



## ACT Participants

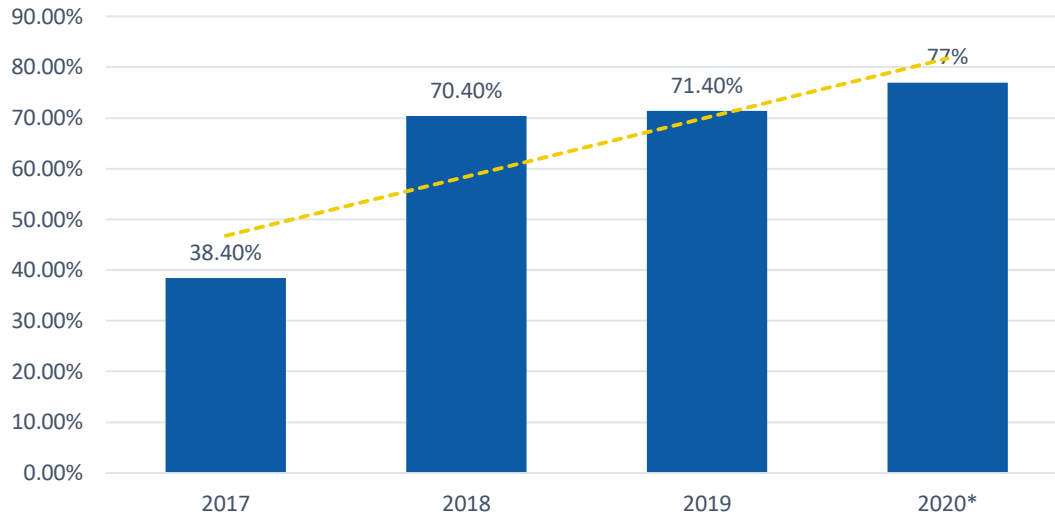


## Root Cause Analysis 2018

- “The logistics of administering SAGE assessments in a virtual school makes SAGE assessment more difficult to manage and impacts assessment outcomes (opt-outs, travel to testing locations, unfamiliar testing environment for students, etc.)” (p.9).

# Criteria 2: Progress and Growth (outside accountability)

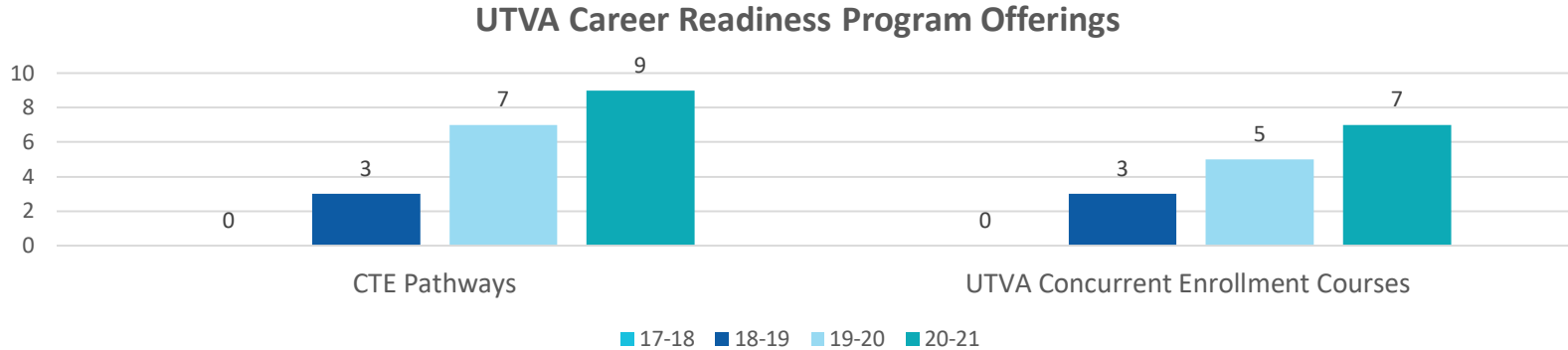
## 4-Year Cohort Graduation Rate



## Root Cause Analysis 2018

- “In a Virtual School, student cohort tracking is complex. Students may enter or exit the academy fluidly and for a variety of purposes. This creates challenges for tracking student progress toward graduation and communicating effectively with students and families to ensure progress toward graduation.” (p.9).

# Criteria 2: Progress and Growth (outside accountability)



## CTE Highlights

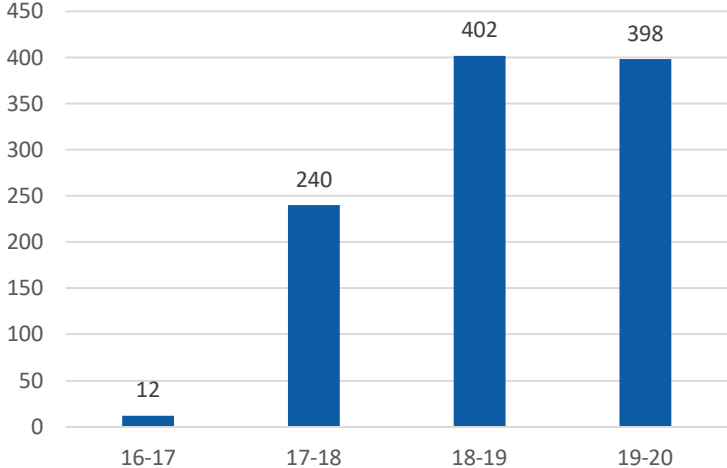
- First Virtual State Funded CTE Program
- SOEP Eligible
- Adding Agriculture Pathway SY 20-21

## CE Highlights

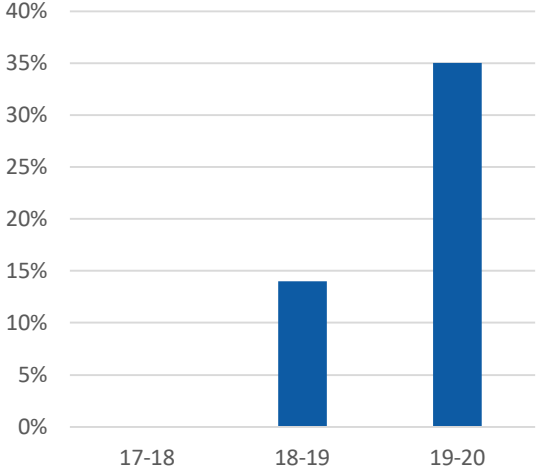
- Nearly all general education certification courses offered with UTVA instructors
- Three articulation agreements: Snow College, SLCC, Dixie State

# Criteria 2: Progress and Growth (outside accountability)

### Concurrent Enrollment Credits



### CTE Concentrators



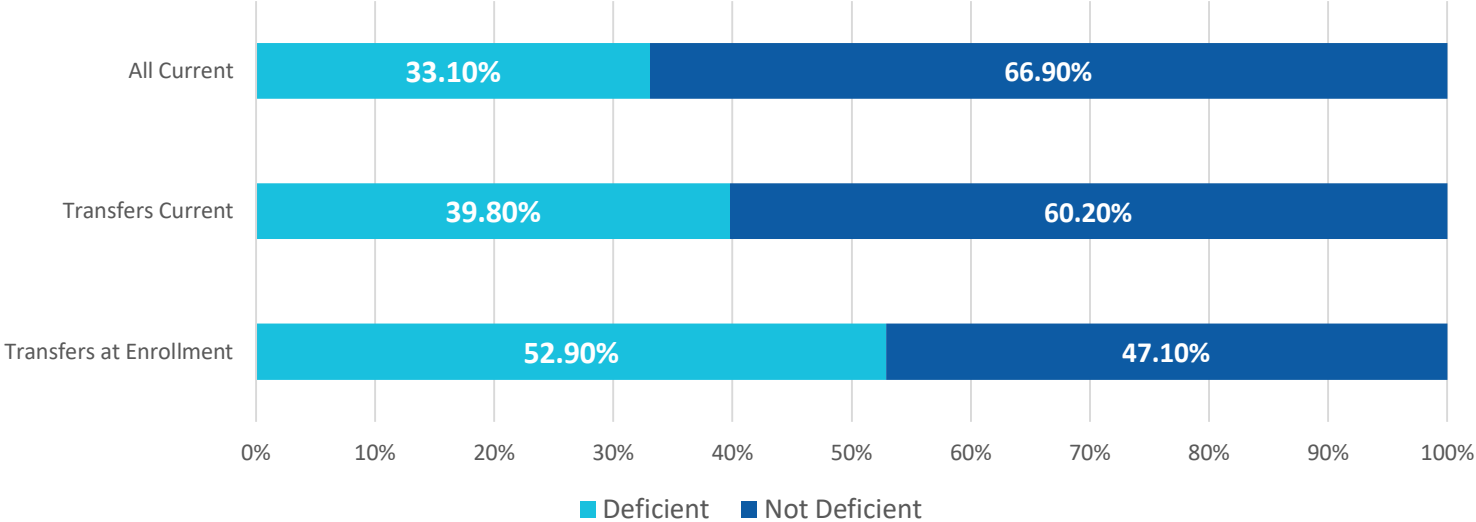
# Criteria 3: SIP Implementation Data

	Priority 1 Grad Rate and Credit Recovery	Priority 2 Math & ELA Achievement	Priority 3 Recruit, Retain, and Support Staff
Milestones Completed	7	9	10
Milestones to Continue	3	1	0
Milestones Not Completed	0	*1	0

\*Original strategy was not appropriate. New strategy was adopted, implemented, and will be continued

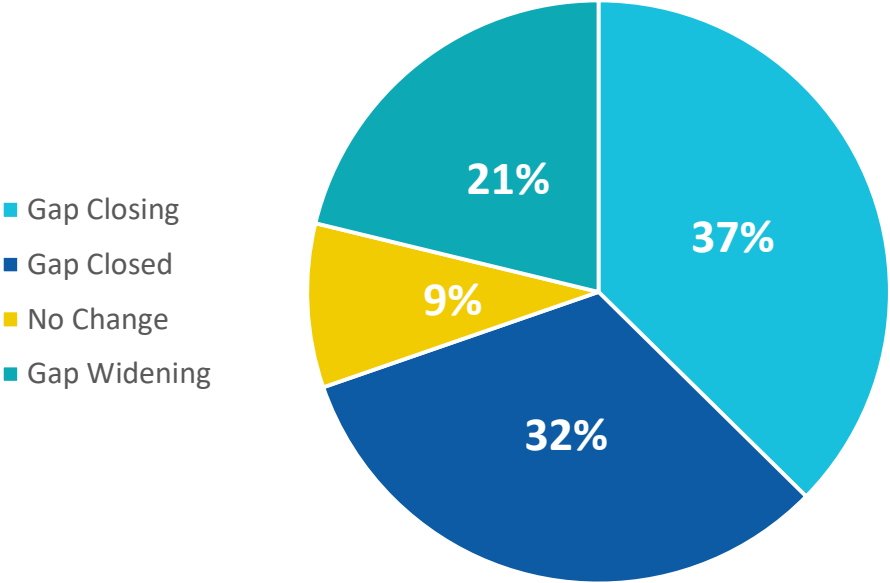
# Criteria 3: SIP Implementation Data

### Student Credit Deficiency Status



# Criteria 3: SIP Implementation Data

Gap Closing Progress



**In-Year Credit Recovery**

- 206 Credits earned
- 654 students enrolled

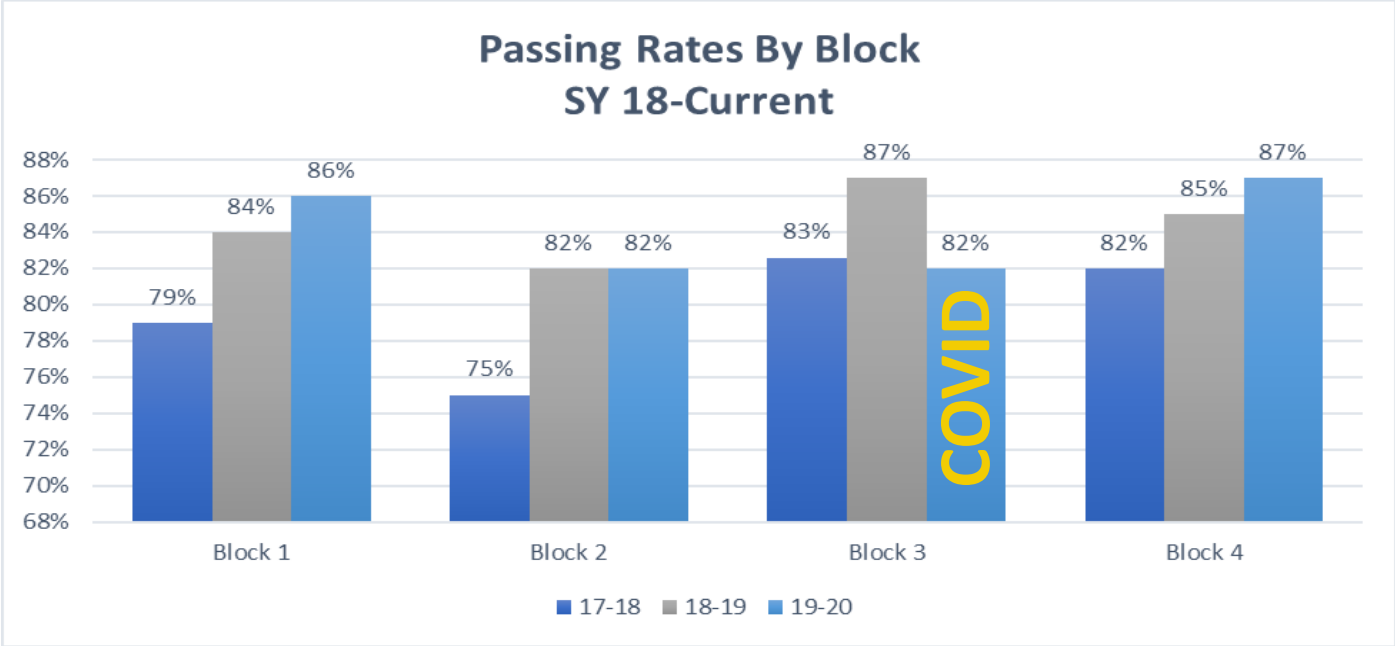
**GAP (Grade Adjustment Program)**

- 62 credits earned

**Credit Recovery Summer School**

- 196 students
- 500 courses

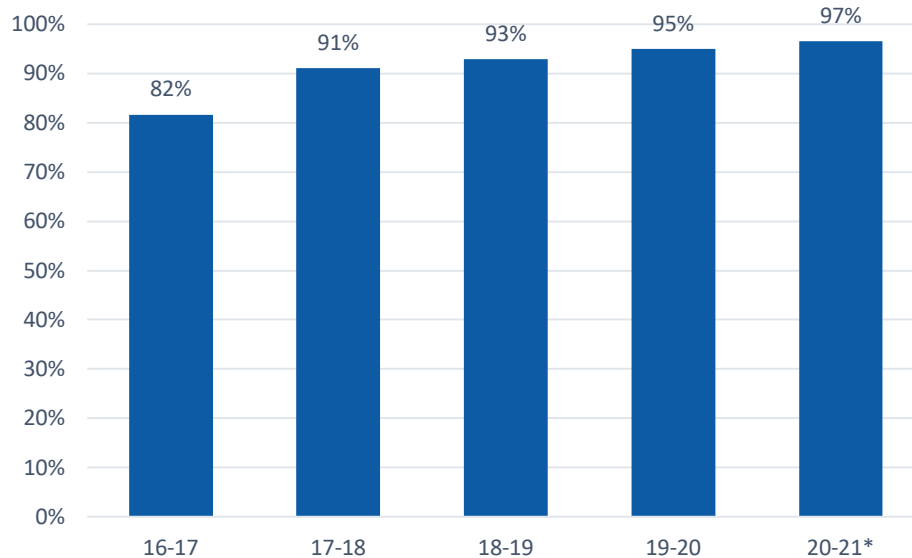
# Criteria 3: SIP Implementation Data





# Criteria 3: SIP Implementation Data

## Staff Retention



## Root Cause Analysis 2018

- “Turnover in administration and staff prior to this academic year caused disruption within the school environment” (p.9).

# Criteria 3: SIP Implementation Data

**UTVA Talent Development (2018)**

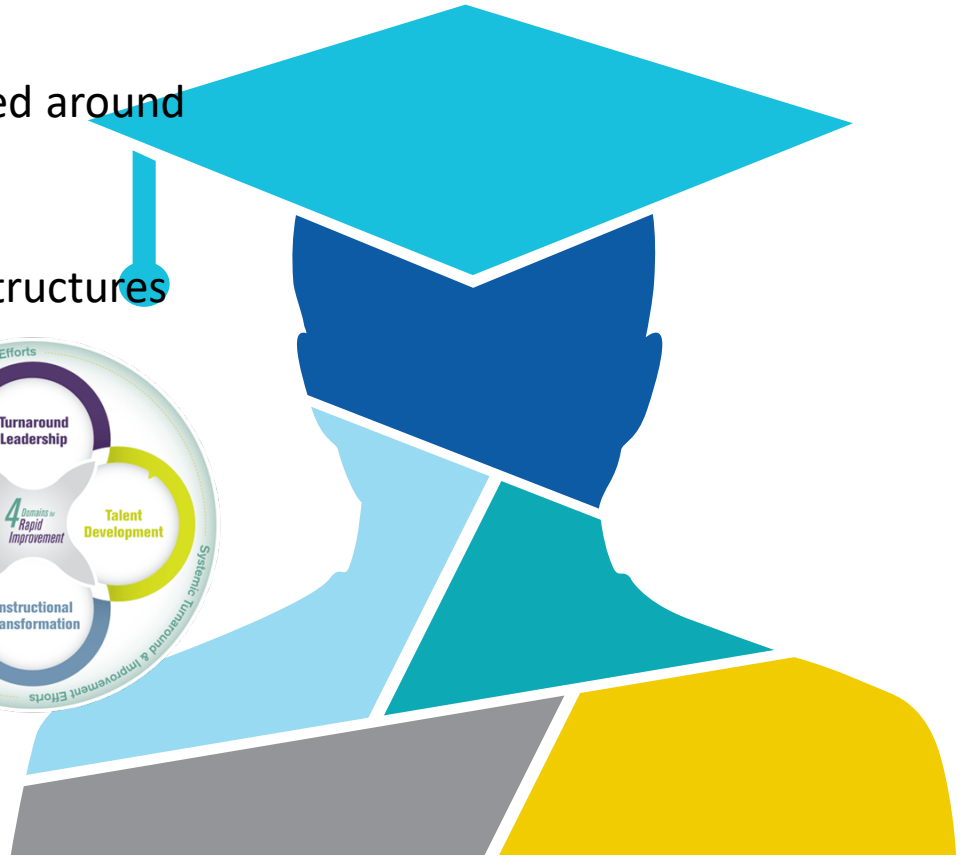
	State	UTVA
ARL	1.90%	1.30%
Temporary	3.40%	1.30%
Provisional (Level 1)	17.00%	32.00%
State (Level 2-3)	74.90%	64.00%
1st Year Educators	9.00%	9.00%
Educators with 3 or more years	80.00%	77.00%
Average Years of Experience	11	5


**UTVA Talent Development (2020)**

	State	UTVA
ARL	2.10%	0.00%
Temporary	4.30%	1.00%
Provisional (Level 1)	15.70%	17.00%
State (Level 2-3)	74.70%	81.00%
1st Year Educators	7.40%	1.00%
Educators with $\geq 3$ years	78%	86.00%
Average Years of Experience		8.24

# Transition Plans

- ◆ Unifying mission and vision centered around school of continuous improvement
- ◆ Continue and build upon existing structures (SIP implementation)
- ◆ Continue partnership with UEPC to increase instructional leadership capacity among school leaders





***“Results did not emerge by chance. In fact, leaders influenced the design of their schools such that excellent and equitable results were likely, even inevitable.”***

*Johnson, J. F., Perez, L. G., & Uline, C. L. (2017). Leadership in America’s Best Urban Schools. Taylor & Francis.*