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

- 49% Economically Disadvantaged
- 21% Students with Disabilities
- 48% Mobile
- 53% Credit deficient upon enrollment
- 40% Homeless or have experienced homelessness
Top 3 Reasons for Enrolling

1. Bullying
2. Anxiety
3. Health & Safety
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

- SY16-17: 3%
- SY17-18: 10%
- SY18-19: 29%
Criteria 2: Progress and Growth (outside accountability)

NWEA Math Proficiency 2019-20

- 9th Grade: 34%
- 10th Grade: 41%

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

NWEA ELA Proficiency 2019-20

- 9th Grade: 40%
- 10th Grade: 35%

- 45% Tested below grade level in ELA on the beginning of year assessment
Criteria 2: Progress and Growth (outside accountability)

NWEA Growth 2019-20

Bottom 25%

Math
- 56%
- 66%

ELA
- 40%
- 41%

Utah Virtual Academy
Criteria 2: Progress and Growth (outside accountability)

### Average ACT Composite Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>19</td>
<td>19.7</td>
</tr>
<tr>
<td>2015-16</td>
<td>18.3</td>
<td>19.8</td>
</tr>
<tr>
<td>2016-17</td>
<td>18.3</td>
<td>19.9</td>
</tr>
<tr>
<td>2017-18</td>
<td>18</td>
<td>19.7</td>
</tr>
<tr>
<td>2018-19</td>
<td>18.1</td>
<td>19.7</td>
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### ACT Participants

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>State</th>
</tr>
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<tbody>
<tr>
<td>15-16</td>
<td>55</td>
<td></td>
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<tr>
<td>16-17</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td>105</td>
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<tr>
<td>18-19</td>
<td>132</td>
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</table>

### 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

#### UTVA Career Readiness Program Offerings

<table>
<thead>
<tr>
<th></th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
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</thead>
<tbody>
<tr>
<td>CTE Pathways</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>UTVA CE Courses</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
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</tbody>
</table>
Criteria 2: Progress and Growth (outside accountability)

Concurrent Enrollment Credits

- 16-17: 12
- 17-18: 240
- 18-19: 402
- 19-20: 398

CTE Concentrators

- 17-18: 50%
- 18-19: 20%
- 19-20: 40%
Criteria 3: SIP Implementation Data

<table>
<thead>
<tr>
<th></th>
<th>Priority 1 Grad Rate and Credit Recovery</th>
<th>Priority 2 Math &amp; ELA Achievement</th>
<th>Priority 3 Recruit, Retain, and Support Staff</th>
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<tbody>
<tr>
<td>Milestones Completed</td>
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<td>9</td>
<td>10</td>
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<tr>
<td>Milestones to Continue</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Milestones Not Completed</td>
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<td>*1</td>
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*Original strategy was not appropriate. New strategy was adopted, implemented, and will be continued
Criteria 3: SIP Implementation Data

Student Credit Deficiency Status

- **All Current**: 33.10% Deficient, 66.90% Not Deficient
- **Transfers Current**: 39.80% Deficient, 60.20% Not Deficient
- **Transfers at Enrollment**: 52.90% Deficient, 47.10% Not Deficient
Criteria 3: SIP Implementation Data

**Gap Closing Progress**

- Gap Closing: 37%
- Gap Closed: 21%
- No Change: 9%
- Gap Widening: 32%

**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

Passing Rates By Block
SY 18-Current

<table>
<thead>
<tr>
<th>Block</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>79%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Block 2</td>
<td>75%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Block 3</td>
<td>83%</td>
<td>87%</td>
<td>82%</td>
</tr>
<tr>
<td>Block 4</td>
<td>82%</td>
<td>85%</td>
<td>87%</td>
</tr>
</tbody>
</table>
Criteria 3: SIP Implementation Data

Root Cause Analysis 2018

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

Staff Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
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<tbody>
<tr>
<td>16-17</td>
<td>82%</td>
</tr>
<tr>
<td>17-18</td>
<td>91%</td>
</tr>
<tr>
<td>18-19</td>
<td>93%</td>
</tr>
<tr>
<td>19-20</td>
<td>95%</td>
</tr>
<tr>
<td>20-21*</td>
<td>97%</td>
</tr>
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</table>
### Criteria 3: SIP Implementation Data

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