

2022 Annual Report on Providers



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STATEWIDE ONLINE EDUCATION PROGRAM

UTAH STATE BOARD OF EDUCATION, 250 East 500 South, Salt Lake City, Utah 84111

INTRODUCTION

This report is prepared annually as required by UCA 53F-4-512. The term “NA” is used where no provider data is present. due to recent program entries. Data is listed by Provider, with required and additional criteria listed. *Course completion rates* are determined by the number of students passing requested credit within the period specified in statute (“timely”), as a portion of the percentage of students who were: (i) active in a course at “Census” (the day following the 20th day beyond the student’s point of entry into the course), and (ii) had not requested withdrawal, and (iii) have not been withdrawn for administrative or disciplinary reasons before the end of the course term.

Utah State Board of Education Administrative Rule defines *Course Completion* as a situation where “...a student has completed a course with a passing grade, and the provider has transmitted the grade and credit to the primary LEA of enrollment” (R277-726-2(2)).

Note on Indicators used in this Report:

Certain measurements or statutorily required “indicators” may be problematic because of reporting anomalies and structural differences between Providers or Provider hiring practices. The “**Teacher-to-Pupil Ratio**” indicator is calculated by taking the total number of students enrolled and dividing it by the total FTE (full-time or equivalency) of teachers. Before 2020-2021, the teacher-to-pupil ratio did not account for students participating in SOEP, resulting in a sharp rise in pupil-to-teacher ratios for all SOEP providers. The teacher-to-pupil ratio across SOEP providers is prone to variation due to differences in employment contracts resulting from the employment of educators in a contractor capacity or a hybrid environment. Sometimes, educators are not associated with a Provider in USBE’s credentialing system. In summary, some relationships are not captured in pupil-to-teacher calculations, inflating these. Readers should be cautious in interpreting teacher-to-pupil ratios.

Timely Completion: In 2020-2021, providers began utilizing a new **reporting tool (UTREx)** requiring substantial data translation. 2021-2022 is the first year this new reporting system has been used to determine completion results on a stand-alone basis. Parallel completion results are reported for this reason.

Assessment Information is intended to reflect competency in course content and effectiveness of instruction and rigor across content delivered by a Provider. Shifts in **assessment platforms** complicate these measures. Aspire Plus communicates college and career readiness in particular content areas. Measures drawn from Aspire+ are not solely associated with effectiveness of instruction and rigor across the content a Provider delivers. RISE tests for Middle School students are an end-of-course assessment of subject matter competency. Because a Provider may only

perform a portion of the instruction, RISE results may be misleading. The provider and a student's primary school of enrollment may have "split" instruction across a full year course. In some cases, a provider may be responsible for as little as 25% of instruction across an academic year.

ASU Prep Powered by Juab

*UTREx and SEATS are reported for 2022

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

	UTREx	SEATS
2021-22:	88%	84%
2020-21:	96%	
2019-20:	93%	
2018-19:	NA	
2017-18:	NA	

COURSES STILL IN PROGRESS (Late Pass)

2021-22:	0%
2020-21:	0%
2019-20:	0%
2018-19:	NA
2017-18:	NA

NOT PASSING ONLINE COURSES

2021-22:	12%	16%
2020-21:	4%	
2019-20:	7%	
2018-19:	NA	
2017-18:	NA	

PUPIL-TEACHER RATIO

2021-22:	10.1
2020-21:	68.9
2019-20:	22.5
2018-19:	NA
2017-18:	NA

ATTENDANCE POLICY

Students must log in and actively work at least once every ten school days.

UNIQUE CHARACTERISTICS

Discussions with a certified teacher via email housed within our Learning Management System (LMS) support learning and technical support. ASU Prep Digital uses advanced technological components including engaging labs and interactive components to equip students with tools and knowledge for success in college, careers, and beyond. Our content is proprietary, with decades of testing and development of rigor combined with simulations and other elements designed to spark insight and engagement. This is an accredited program ([Cognia](#)), with courses approved by the National Collegiate Athletic Association (NCAA).

CANYONS VIRTUAL HIGH

*UTREx and SEATS are reported for 2022

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

	UTREx	SEATS
2021-22:	99%	95%
2020-21	87%	
2019-20:	99%	
2018-19:	70%	
2017-18:	74%	

COURSES STILL IN PROGRESS (Late Pass)

2021-22:	0%
2020-21:	0%
2019-20:	7%
2018-19:	5%
2017-18:	2%

NOT PASSING ONLINE COURSES

2021-22:	1%	5%
2020-21:	6%	
2019-20:	1%	
2018-19:	25%	
2017-18:	15%	

PUPIL-TEACHER RATIO

2021-22:	46.8
2020-21:	507.8
2019-20:	21.8
2018-19:	23
2017-18:	21.8

ATTENDANCE POLICY

Students must log in at least once every ten school days. Students must be self-directed enough to work on courses at least three to four times a week to ensure timely completion and continuous progress.

UNIQUE CHARACTERISTICS

Students interact regularly with qualified educators, and a rich array of technological resources designed to spur engagement and insight are deployed carefully within each course. Canyons Online serves thousands of students from across the state year-round. Courses are highly interactive. Teachers are certified and highly qualified in their subject area and provide timely and personalized feedback as students work at their own pace. Licensed school counselors and other support staff assist current and prospective students in ensuring each student experiences success.

MOUNTAIN HEIGHTS ACADEMY

*UTREx and SEATS are reported for 2022

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

	UTREx	SEATS
2021-22:	95%	88%
2020-21	95%	
2019-20:	93%	
2018-19:	92%	
2017-18:	92%	

STILL IN PROGRESS (Late Pass)

2021-22:	0%
2020-21:	0%
2019-20:	0%
2018-19:	0%
2017-18:	0%

NOT PASSING ONLINE COURSES

2021-22:	5%	12%
2020-21:	5%	
2019-20:	7%	
2018-19:	8%	
2017-18:	7%	

PUPIL-TEACHER RATIO

2021-22:	22.7
2020-21:	21.8
2019-20:	23
2018-19:	21.8
2017-18:	21.8

ATTENDANCE POLICY

Students must log in at least every other weekday and make the expected percentage progress toward course completion.

UNIQUE CHARACTERISTICS

Traditional brick and mortar schools just don't work for every student. Mountain Heights Academy (MHA) was founded to provide a solution for learners preferring an engaging online environment. Our courses allow students to customize their education, get the attention and flexibility they need, and find joy and success in learning. Full-time highly qualified teachers are available four hours per day or by appointment via video conferencing, email, chat, and phone. Office hours can include late afternoon/evening hours for SOEP students. A dedicated SOEP student-success coach is available to assist in establishing effective practices for setting schedules and experiencing success as an online student.

UTAH VIRTUAL ACADEMY

*UTREx and SEATS are reported for 2022

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

	UTREx	SEATS
2021-22:	89%	100%
2020-21:	100%	
2019-20:	100%	
2018-19:	96%	
2017-18:	87%	

COURSES STILL IN PROGRESS (Late Pass)

2021-22:	0%	0%
2020-21:	0%	
2019-20:	4%	
2018-19:	4%	
2017-18:	2%	

NOT PASSING ONLINE COURSES

2021-22:	11%	0%
2020-21:	0%	
2019-20:	0%	
2018-19:	1%	
2017-18:	0%	

PUPIL-TEACHER RATIO

2021-22:	34.0
2020-21:	27.2
2019-20:	19.8
2018-19:	19.4
2017-18:	22.9

ATTENDANCE POLICY

Students must make weekly satisfactory academic progress.

CONTACT WITH LICENSED EDUCATORS AND UNIQUE CHARACTERISTICS

Utah Virtual Academy (UTVA) offers formats and options to suit students' optimal learning styles, including two formats engaging varying types of learners:

- Traditional courses are teacher-led, live classes allowing students to be in an online class with other students, ask the teacher questions, and interact in a typical classroom setting. Classes are also recorded and can be watched later.
- Fast track courses are designed in a faster-moving, interactive, and computer-based style to advance students through content rapidly. Most UTVA courses can also be taken in a block schedule, allowing students to complete a semester credit in a quarter-length time.

UTAH ONLINE SCHOOL

*UTREx and SEATS are reported for 2022

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

	UTREx	SEATS
2021-22:	71%	88%
2020-21:	95%	
2019-20:	89%	
2018-19:	96%	
2017-18:	76%	

COURSES STILL IN PROGRESS (Late Pass)

2021-22:	0%
2020-21:	0%
2019-20:	0%
2018-19:	6%
2017-18:	0%

NOT PASSING ONLINE COURSES

2021-22:	29%	12%
2020-21:	5%	
2019-20:	11%	
2018-19:	4%	
2017-18:	4%	

CRITERIA: PUPIL-TEACHER RATIO

2021-22:	1421
2020-21:	168
2019-20:	13
2018-19:	21
2017-18:	21

ATTENDANCE POLICY

Research indicates that activity in a course - building community, belonging, and meaning - are linked to course completion. In addition to weekly progress through course material, UOS monitors student logins to support completion. UOS assumes logins support community, belonging, and meaning.

UNIQUE CHARACTERISTICS

UOS offers vast course offerings in all subject areas that are NCAA-approved. To meet all student needs, Utah Online School (UOS) offers a full year (1.0 credit), semester (.5 credit), or quarter (.25 credit). Contact is maintained through instant messaging, email, weekly live classes, and individual tutoring by appointment within an online conferencing platform. Teacher-to-student feedback is offered via email. Recorded teacher instruction supports feedback. Mentors are also available and work closely with students and parents to resolve technical issues, ensuring students have the tools necessary for success. UOS teachers and administration enjoy helping students reach academic goals through engaging courses, highly qualified and responsive teachers, and individual mentoring. We strive to ensure learning needs are addressed quickly and effectively.

SOEP AND STATE ASSESSMENT PERFORMANCE

In accordance with Utah Code 53F-4-512 (2)(d), this section summarizes the performance of students who participated in SOEP courses in Language Arts, Math, and Science on state testing.

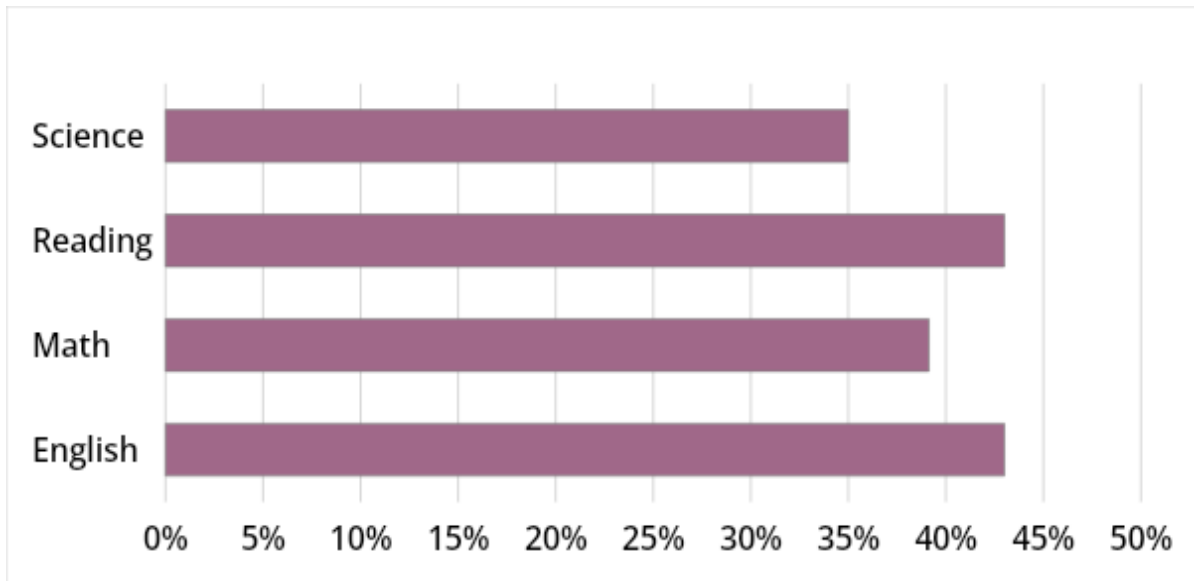
Utah Aspire Plus is an end-of-grade level assessment for 9th-grade and 10th-grade students. It provides two main scores (i.e., Proficiency level scores and predictive ACT scores) that are used to “inform instructional planning, practices, and policy decisions” [1]. For this report, we use proficiency level scores, which “describe the degree of a student's mastery of grade-level skills and knowledge related to the end of the grade level expectations” ¹.

Based on Utah Aspire Plus results, the Utah State Board of Education has calculated the percentage of SOEP students in 9th and 10th grade who were proficient in English, Math, Reading, and Science in the school year 2021-2022. The only students included in determining proficiency are those who: (a) took a course(s) in any of these subject areas through the SOEP program and remained enrolled during a testing “window”, and (b) took the Utah Aspire Plus. Given the high number of students who do not test, the results are not necessarily representative of all students in SOEP.

The figures below report (a) the percentage of SOEP students who were proficient by subject area for the SOEP program overall and (b) the percentage of SOEP students who were proficient for each SOEP provider by subject area in the school year 2021-22.

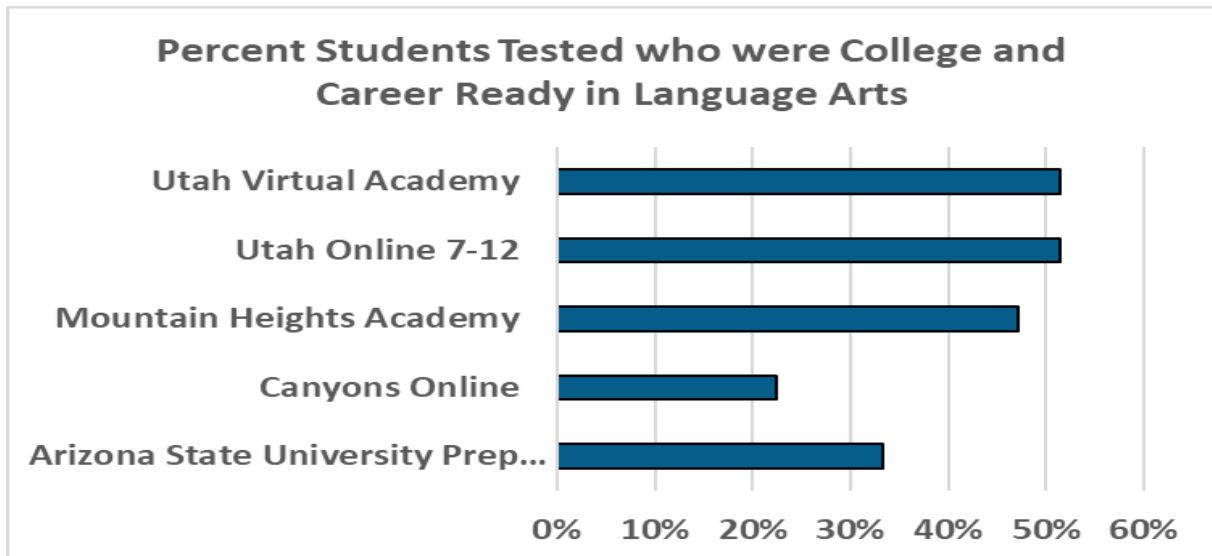
[1] <https://www.schools.utah.gov/file/29ae82ef-d75d-4c72-b8f5-c47adaa47881>

SOEP PROGRAM

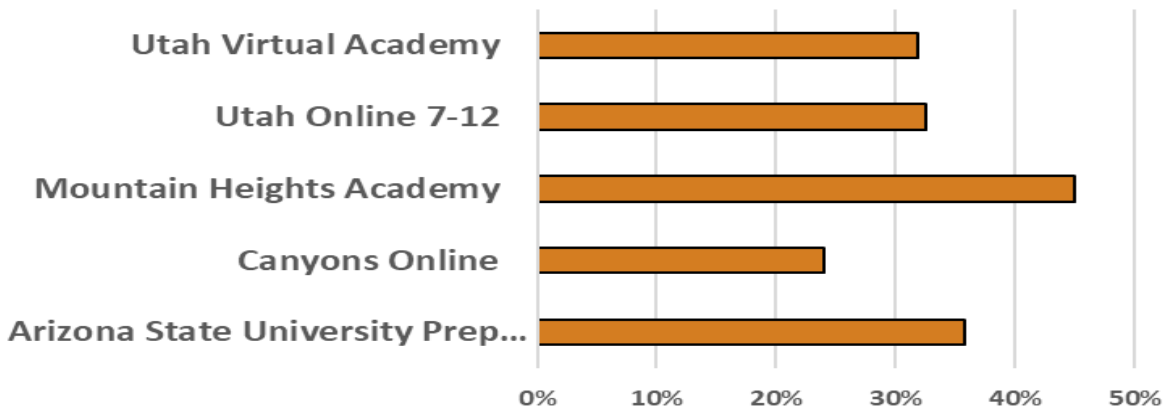


Reading: n = (605); Language Arts: n = (182); Mathematics: n = (184); Science: n = (185)

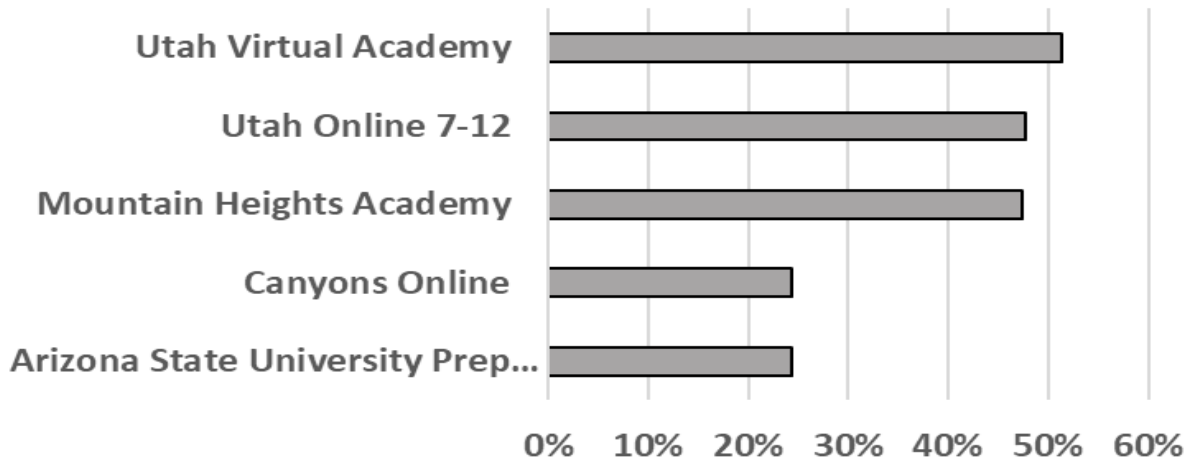
SOEP PROVIDERS BY SUBJECT AREA



Percent Students Tested who were College and Career Ready in Mathematics



Percent Students Tested who were College and Career Ready in Reading



QUESTIONS:

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