

STATEWIDE ONLINE EDUCATION PROGRAM ANNUAL REPORT 2023

Enabling student to earn Middle and High School Credits through the completion of publicly funded online credits.



Utah State Board of Education

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**Statewide Online Education
Program
Annual Report on Providers
School Year 2023**

Introduction

This report is prepared annually as required by §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 information listed. *Course completion rates* are determined by the number of students passing requested credit within the period specified in statute (meaning completion was “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day beyond the student’s point of entry into the course), and (ii) had not requested withdrawal, and (iii) had not been withdrawn for administrative or disciplinary reasons before the end of the course term.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\(6\)](#)).

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 equivalency) of teachers. A 2021-2022 shift in the method of computing the teacher-to-pupil ratio more correctly accounts for students in SOEP, however this transition has resulted 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. USBE has found no correlation in these figures and students success rates, perhaps because measurement cannot fully encompass employment practices among providers, which are dissimilar from traditional programs. Notably, some educators not associated with a Provider in USBE’s credentialing system can result an undercount of assigned educators. Likewise, a summer semester may artificially increase counts assumed to represent a 9-month period. In summary, although pupil to teacher ratios is a required component of statutory reporting, figures as reported may inflate and misrepresent these. In summary, readers should be cautious in interpreting pupil-to-teacher ratios.

Arizona State University (ASU) Prep Global

(First year of service 2022-2023)

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

2022-23: Timely Passing 92%, Passing Late 0%, Not Passing: 8%

2021-22: Timely Passing NA, Passing Late NA, Not Passing NA

2020-21: Timely Passing NA, Passing Late NA, Not NA

PUPIL-TEACHER RATIO

2022-23: 13.7 Students per Teacher

2021-22: NA Students per Teacher

2020-21: NA Students per Teacher

ATTENDANCE POLICY

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

UNIQUE CHARACTERISTICS

ASU Prep Global works closely with schools to develop hybrid solutions allowing students to remain with their own classroom teachers while benefitting from ASU Prep Global's world-class offerings. 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). ASU Prep Global uses advanced technological components including engaging labs and interactive components to equip students with tools and knowledge for success in college, careers, and beyond.

Arizona State University (ASU) Prep Digital Powered by Juab

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

2022-23: Timely Passing 90%, Passing Late 0%, Not Passing 10%

2021-22: Timely Passing 88%, Passing Late 0%, Not Passing 12%

2020-21: Timely Passing 96%, Passing Late 0%, Not Passing 4%

PUPIL-TEACHER RATIO

2022-23: 13.7 Students per Teacher

2021-22: 10.1 Students per Teacher

2020-21: 68.9 Students per Teacher

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 Academy

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

2022-23: Timely Passing 100%, Passing Late 0%, Not Passing 0%

2021-22: Timely Passing 99%, Passing Late 0%, Not Passing 1%

2020-21: Timely Passing 87%, Passing Late 0%, Not Passing 13%

PUPIL-TEACHER RATIO

2022-23: 46.4 Students per Teacher

2021-22: 46.8 Students per Teacher

2020-21: 507.8 Students per Teacher

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. Student activity status reports are reviewed each week to monitor student progress. In the event a student does not respond by phone call or email or fails to log in for ten or more consecutive school days, the student is withdrawn from the course and placed on Administrative Withdrawal status.

UNIQUE CHARACTERISTICS

Students interact regularly with qualified educators and a rich array of technological resources designed to spur engagement and insight. Courses are highly interactive. Teachers are certified and Utah 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. Canyons Virtual Academy has operated continuously as a high school program since the 2011-2012 school year, serving more than 5,000 students each year with a variety of engaging courses designed to meet the academic and credit needs of students throughout Utah. We have successfully participated and grown with the SOEP program since its inception. Along with our Canyons District Instructional Supports Department, using the same structures and high teacher expectations that have made our high school courses and program so successful, we recently expanded into middle school synchronous instruction to expand our course offerings to middle school classes for students in grades 6th through 8th grades.

Mountain Heights Academy

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

2022-23: Timely Passing 94%, Passing Late 0%, Not Passing 6%

2021-22: Timely Passing 95%, Passing Late 0%, Not Passing 5%

2020-21: Timely Passing 95%, Passing Late 0%, Not Passing 5%

PUPIL-TEACHER RATIO

2022-23: 27.2 Students per Teacher

2021-22: 22.7 Students per Teacher

2020-21: 21.8 Students per Teacher

ATTENDANCE POLICY

Students must log in at least every other weekday and make the expected percentage progress toward course completion. Mountain Heights Academy personnel review attendance weekly to determine that part-time students are on track for active participation and are making progress to complete their courses.

UNIQUE CHARACTERISTICS

Traditional brick and mortar schools do not 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. Realizing that students and their families are attracted to digital learning at Mountain Heights Academy because of its innovative approach to education and a unique educational platform, we strive to provide a flexibility for students. Full-time Utah 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. Mountain Heights Academy is committed to providing a quality education for every student. We believe that consistency in schoolwork teaches students responsibility. We encourage students to value of planning and preparation. Long breaks between work and infrequent attention to coursework results in a loss of continuity of instruction. Inattentiveness to schoolwork may lead to a student's failure to earn credits required for graduation and possibly Administrative Withdrawal from a course for lack of active participation.

Utah Virtual Academy

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

2022-23: Timely Passing 94%, Passing Late 0%, Not Passing 6%

2021-22: Timely Passing 89%, Passing Late 0%, Not Passing 11%

2020-21: Timely Passing 100%, Passing Late 0%, Not Passing 0%

PUPIL-TEACHER RATIO

2022-23: 25.5 Students per Teacher

2021-22: 34.0 Students per Teacher

2020-21: 27.2 Students per Teacher

ATTENDANCE POLICY

Students must make weekly satisfactory academic progress. Students must be active and submitting work in each course.

CONTACT WITH LICENSED EDUCATORS AND UNIQUE CHARACTERISTICS

Utah Virtual Academy (UTVA) offers an effective, innovative learning environment through a pioneering combination of technology and hands-on instruction. 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

COMPLETING COURSES WITHIN APPLICABLE TIME-PERIOD

2022-23: Timely Passing 79%, Passing Late 0%, Not Passing 21%

2021-22: Timely Passing 71%, Passing Late 0%, Not Passing 29%

2020-21: Timely Passing 95%, Passing Late 0%, Not Passing 5%

PUPIL-TEACHER RATIO

2022-23: 26.5 Students per Teacher

2021-22: 142.0 Students per Teacher

2020-21: 168.0 Students per Teacher

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. Attendance is demonstrated by a minimum login of once every 10 days, continued significant progress, and active communication between students and teachers. Students should also familiarize themselves with the pacing guide and due dates in each course.

UNIQUE CHARACTERISTICS

UOS teachers and administration enjoy helping students reach academic goals through engaging courses, Utah qualified and responsive teachers, and individual mentoring. We strive to ensure learning needs are addressed quickly and effectively. UOS offers vast array of NCAA-approved course offerings in all subjects. To meet all student needs, Utah Online School (UOS) offers full year (1.0 credit, two-semester), semester (.5 credit), and quarter (.25 credit) courses. 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. Regular contact/interaction with teachers and school staff is provided to assist in students' success. Communication occurs through, welcome calls, curriculum-based assessment calls, live Synchronous lessons chat, email, phone calls, and text. Mentors also work closely with students and parents to resolve technical issues. Key features of our program include 6th through 12th grade - Course Offerings, Opportunity Scholarship and NCAA Approval, a high rate of timely completion, Utah qualified Teachers, Pre-Test options, 12-hour weekday response, Math Tutoring and Individual Student Mentoring Program

SOEP AND STATE ASSESSMENT PERFORMANCE

In accordance with ([§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 a required ([§53E-4-304](#)) end-of-grade level assessment for 9th grade and 10th grade students. Aspire Plus provides two main scores (proficiency level scores and predictive ACT scores) used to inform instructional planning, practices, and policy decisions. For purposes of this report, proficiency level scores have been selected as the metric most appropriate for evaluation. Proficiency scores are used for accountability decision purposes as well as for an index tracking students' readiness to college and careers. In addition, content experts and stakeholders created performance level descriptors encompassing typical end-of grade performance expectations for each level of achievement in relation to the Utah Core Standards ^[1].

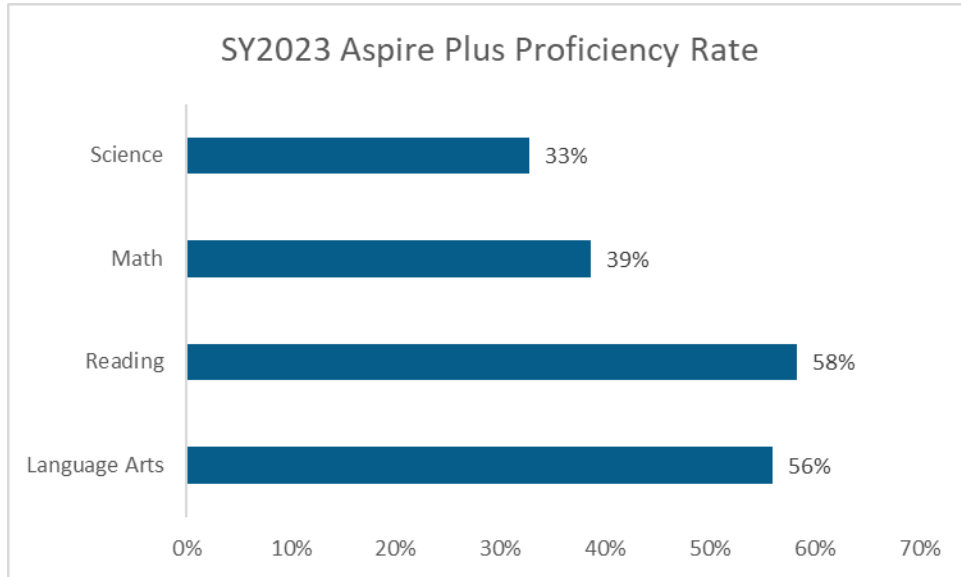
The Utah State Board of Education uses the Utah Aspire Plus results ^[2] to determine the percentage of students in 9th and 10th grade who were proficient in English, Math, Reading, and Science in the school year 2022-2023. The only students included in determining proficiency are those who: (a) took 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 2022-23.

[1] <https://schools.utah.gov/File/f5475d4e-65e5-4c6f-bdd2-85b05ea4bbfc>

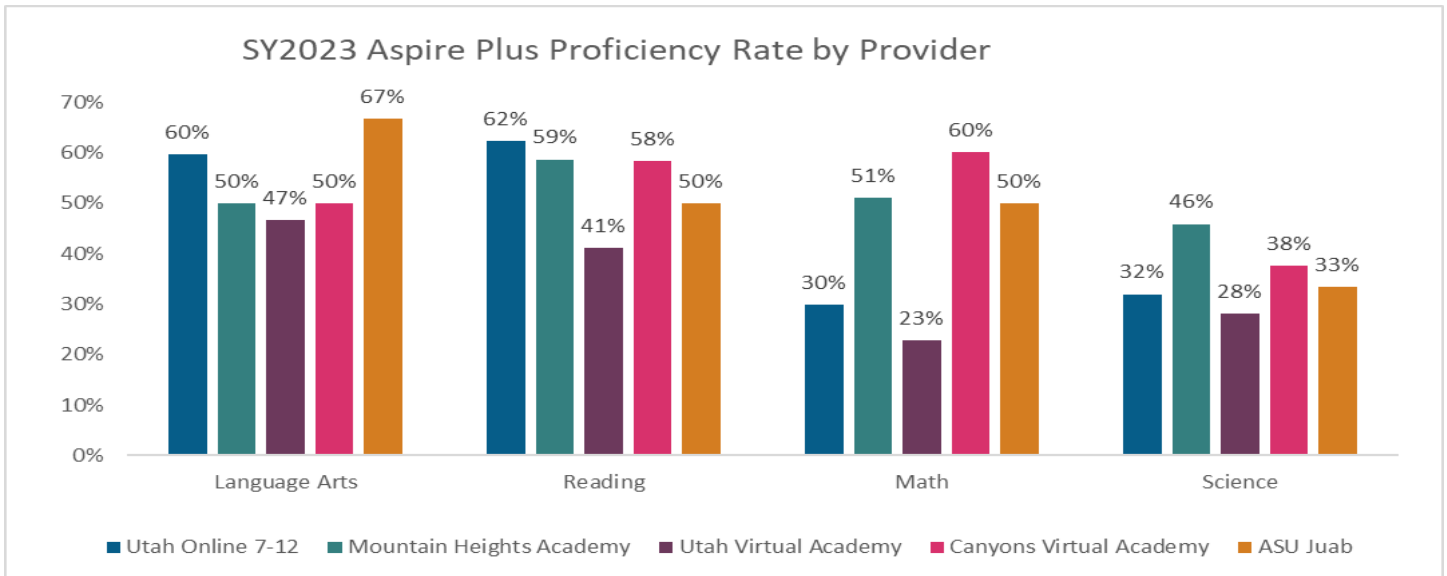
[2] All 2022-2023 data was prepared by Dr. Kerong Wu, SOEP Research Analyst.

SOEP PROGRAM



Language Arts: $n = (175)$; Reading: $n = (180)$; Mathematics: $n = (158)$; Science: $n = (171)$

SOEP PROVIDERS BY SUBJECT AREA



Contact:

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