

# School Support and Readiness Assessment Summary Report

<b>School:</b> Ute Lake Online Learning Center	<b>LEA:</b> Logan Public Schools
<b>School Leader:</b> Dennis Roch	<b>LEA Leader:</b> Dennis Roch
<b>SSRA Team Leader:</b> Lizette Ridgeway	<b>Date:</b> May 1, 2024
<b>School Description</b>	
<p>Ute Lake Online Learning Center is an independent online campus within Logan Public Schools that provides students with an asynchronous learning environment for course completion. Established in about 2008 as part of a statewide graduation initiative, it initially functioned within Logan High School, accommodating learners of all ages without an age cap. Initially serving approximately 40-50 students, the program was integrated with the high school until 2019, when it transitioned into a standalone entity, establishing its graduation rate and being designated as an alternative school.</p> <p>Ute Lake Online Learning Center currently serves around 90 students, with the largest cohort of 20 students in the 11th grade. The center also has 15 seniors anticipated to graduate this year, and fewer than ten students served in grades 6-8. Many middle school students typically begin their high school education in a traditional, in-person setting before transitioning to Ute Lake to catch up or realign their academic progress. Students often find themselves behind schedule for a standard four-year graduation. Currently, the center has no English learners or students receiving special education services enrolled in its program.</p> <p>Although it is an online campus, Ute Lake Online Learning Center offers an in-person graduation ceremony, providing students with the opportunity to physically engage with the campus, an experience many have yet to encounter while enrolled. Referrals for enrollment often come from the Regional Education Council (REC) for small schools, which directs students seeking a more flexible schedule or those encountering difficulties in a traditional educational environment.</p>	
<b>School Successes and Celebrations</b>	
<p>Over the past couple of years, the campus has had an increase in graduation rates from 16.6% in 2021 to 43.7% in 2022. This upward trajectory represents the efforts and the substantial support available to students. The school leadership shared that students come to them with little hope and doubts about their academic prospects. However, they have also had the privilege of witnessing students graduate ahead of schedule, ready and equipped with the skills and confidence to pursue post-secondary goals.</p>	

One recent example was a student who found themselves significantly behind, with credits only sufficient to be classified as a junior. The student completed 12 classes in four months through unwavering dedication and staff support. The school celebrated this accomplishment alongside the family as they saw the student graduate and successfully transition to college. Without the opportunity provided by the school, this student's outcome might have been vastly different.

### **DOMAIN 1: CULTURE & EQUITY**

*To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?*

#### **Promising Practices:**

The school is committed to providing high support for its students. The support is tailored and customized to meet the individual needs of each student. Students' progress is closely monitored, and significant outreach is made to ensure they receive the necessary resources to succeed academically. The principal, counselor, and teachers meet monthly to review student attendance, progress, and engagement reports.

In addition to the school's efforts, there is a focus on involving parents in supporting their child's education. Parents are provided a handbook and a packet of expectations during enrollment. The school encourages parent outreach to engage students and gain family partnerships to support academics.

Parents appreciate the level of communication they receive from teachers and report being notified promptly of their student's lack of progress and the available support. The school believes in early intervention for students, and parents are contacted almost immediately. It is not uncommon for a parent to receive two to three contacts per week if their student fails to engage in lessons or make adequate progress in their courses.

#### **Opportunities for Growth:**

An opportunity for growth for the school may be to provide more explicit and transparent communication in the handbook regarding expectations for attendance and engagement. Clear communication could help parents and students better understand what is expected of them and reduce confusion or misunderstandings that may lead to a lack of progress or disengagement.

Another way to build on the support provided would be to enlist students in more rigorous self-monitoring before reaching the point of de-enrollment. This could involve working with students to identify early warning signs of academic struggles and developing strategies to address them before they become more serious.

Given that the majority of students at Ute Lake are at-risk, the school may benefit from exploring opportunities to support the social and emotional aspects of student learning. They

might consider implementing specific activities that address the unique needs of at-risk students or creating opportunities where they could develop critical social and emotional skills.

**Potential Next Steps:**

Principal Roch will update the handbook to include the current expectations around attendance, engagement, and course completion timelines. By implementing a more formal communication system, the school will help ensure that parents and students know their responsibilities and encourage them to take ownership of their learning experience before possible probation or being unenrolled.

The school team will explore ideas around incorporating goal-setting and self-monitoring into the student onboarding process. By empowering students to take an active role in their success, the school will help them develop essential skills and habits that will serve them well throughout their academic and professional careers.

Principal Roch will explore needs with the school team and explore opportunities available through the SchoolsPLP platform (the Learning Management System used by the school) and the contract mental health professional. He plans to research a curriculum that will help support students' social-emotional well-being.

**DOMAIN 2: LEADERSHIP**

*To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?*

**Promising Practices:**

At Ute Lake, teachers are well-supported with access to professional development opportunities and ongoing assistance from the principal. The principal is available to meet with teachers every month to review student data, reflect on student progress, and collaborate on ways to support students. In addition, the school has a solid technical support system through the PLP platform, which is available to assist teachers with any technical issues they may encounter.

The school's counselor and teachers work together closely to provide comprehensive support to students beyond the initial enrollment evaluation. They meet three to four times yearly to review students' transcripts and progress toward graduation and ensure that their schedules reflect their interests and post-secondary goals. Additionally, Next Step plans are in place to assist students in determining their short-term and long-term goals after graduation.

**Opportunities for Growth:**

One opportunity for growth that the school may consider is implementing evaluation, feedback, and coaching tools to help ensure consistency and continuity among teachers. These tools could

be used to identify areas of improvement for current teachers and support building their capacity to support students' academic progress. For new teachers, these tools could support onboarding efforts when teachers leave or retire, assisting the new teachers in getting up to speed quickly and providing continuity in the student experience.

The school may also consider formalizing its processes and systematizing teacher expectations. Implementing more consistent and cohesive systems for student support could help the campus achieve a more effective learning environment for its students.

**Potential Next Steps:**

Principal Roch will continue to research evaluation and coaching tools for the unique responsibilities of teachers at Ute Lake. This additional support would mitigate potential challenges should the campus experience staff turnover in the future and ensure that students receive consistent education and support.

Principal Roch will work with the school team to determine how to quantify what the students need and how to systematize the delivery of those needs regardless of who is staffing the school in the future. Creating sustainable systems and consistent onboarding processes will support students and teachers at Ute Lake Online Learning Center, creating an opportunity for continued academic progress.