

Lori Hill 7th Grade Special Education ELA



Lori's career at UTVA has been marked by continuous growth and unwavering dedication to her students. She began her journey as a general education ELA teacher and later embraced the challenge of becoming our 8th grade Special Education teacher after completing her special education degree. She served in this role for two years before embarking on her new role as a 7th grade Special Education ELA teacher.

Lori's passion for ensuring her students achieve excellence in her classes is truly commendable. Her collaborative spirit and effective teamwork with her general education co-teachers have contributed significantly to our school's success. She is an active and invaluable participant in our Professional Learning Community (PLC).

Lori's dedication to her students is shown in their remarkable growth. Over the past two years, her students have consistently demonstrated the highest growth percentages among our middle school special education students. In the last 2 years, an impressive 75% of her special education students met the state's school accountability model metric for growth.

Congratulations, Lori, on your outstanding contributions to our middle school!

Kaislee Fuller, 7th Grade



Kaislee is a 7th grade student at UTVA. She regularly attends her general education and special education classes and perseveres even when things are difficult. English Language Arts and Math are her favorite classes. Collaboration and communication are two of Kaislee's strengths and her positive attitude and participation in class is an encouragement to her classmates and her teachers.

In addition to her studies at UTVA, Kaislee is a regular participant in her church youth group and has been involved in competition dance for three years. She enjoys spending time with friends, music, and sports. After high school Kaislee is interested in attending college to study art.

Kaislee, we're very proud of you for taking personal responsibility for your success by working hard, participating in your classes, and practicing self-advocacy and positivity! Your future looks very bright!

Sara Kahl, Data Specialist



Sara is a driving force behind our school's success. With unwavering dedication and a deep sense of ownership, Sara approaches every task with meticulous attention to detail. Her ability to connect all the intricate pieces that keep our school running smoothly is nothing short of remarkable. Sara is always eager to work hand in hand with colleagues, ensuring a harmonious and efficient environment. She is the embodiment of excellence, making our school an extraordinary place for learning and growth. Sara excels not only in connecting the dots but also in problem-solving efficiency, tackling challenges with creativity and precision, making our school an extraordinary place for learning and growth.



Executive Director Report

UTVA Board Meeting, October 11, 2023

Agenda

1

October 1 Submission

2

Graduation Rates

3

Special Education Needs
Assessment

October 1 Submission: Counts

UTREx Report - School Summary

Numbers in BOLD dif

5F Utah Virtual Academy

700 Utah Virtual Acad

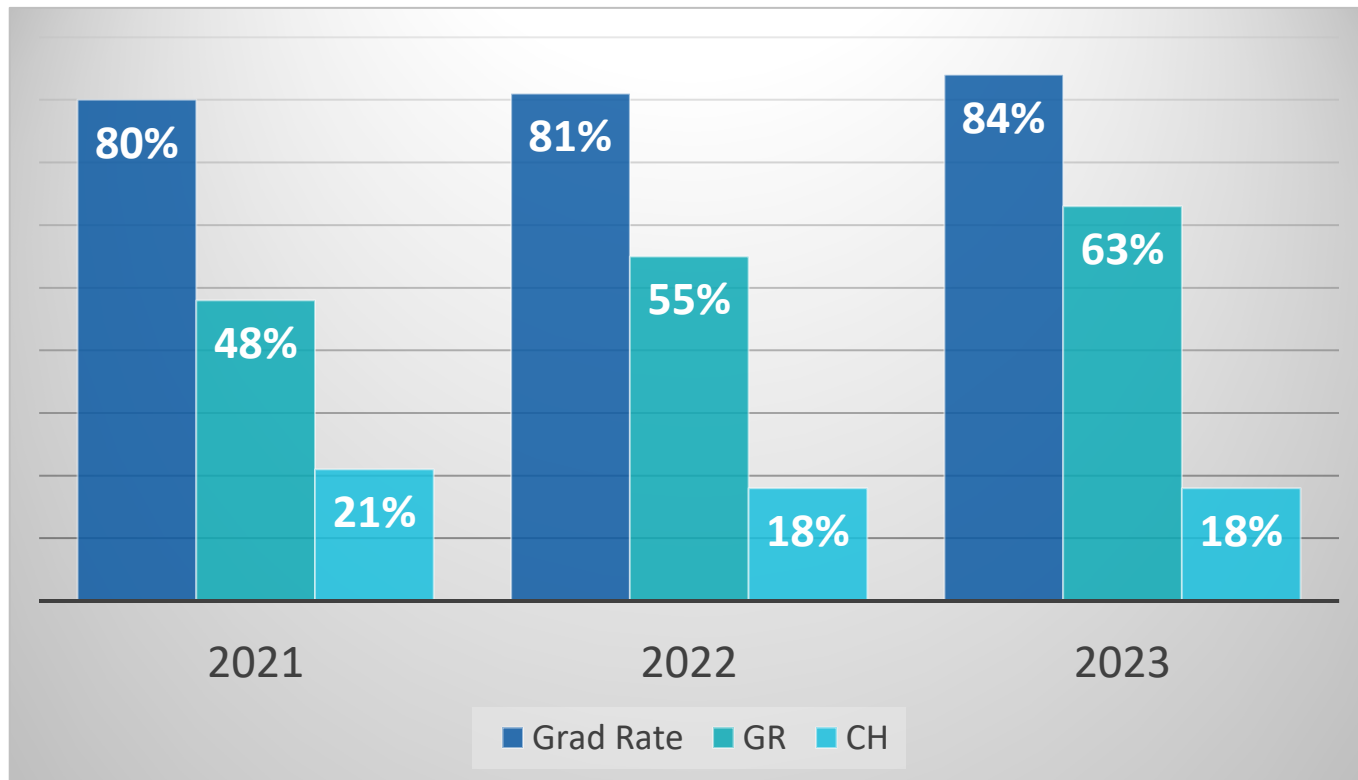
October 1 2023 Counts		Prior Year
Grade	Oct 1 Count	Oct 1 Count
Kindergarten	71	58
Grade 1	64	85
Grade 2	88	72
Grade 3	83	78
Grade 4	93	88
Grade 5	95	104
Grade 6	108	121
Grade 7	145	133
Grade 8	181	186
Grade 9	178	205
Grade 10	207	215
Grade 11	238	243
Grade 12	193	202
Regular Total	1744	1790

October 1 Submission: Demographics

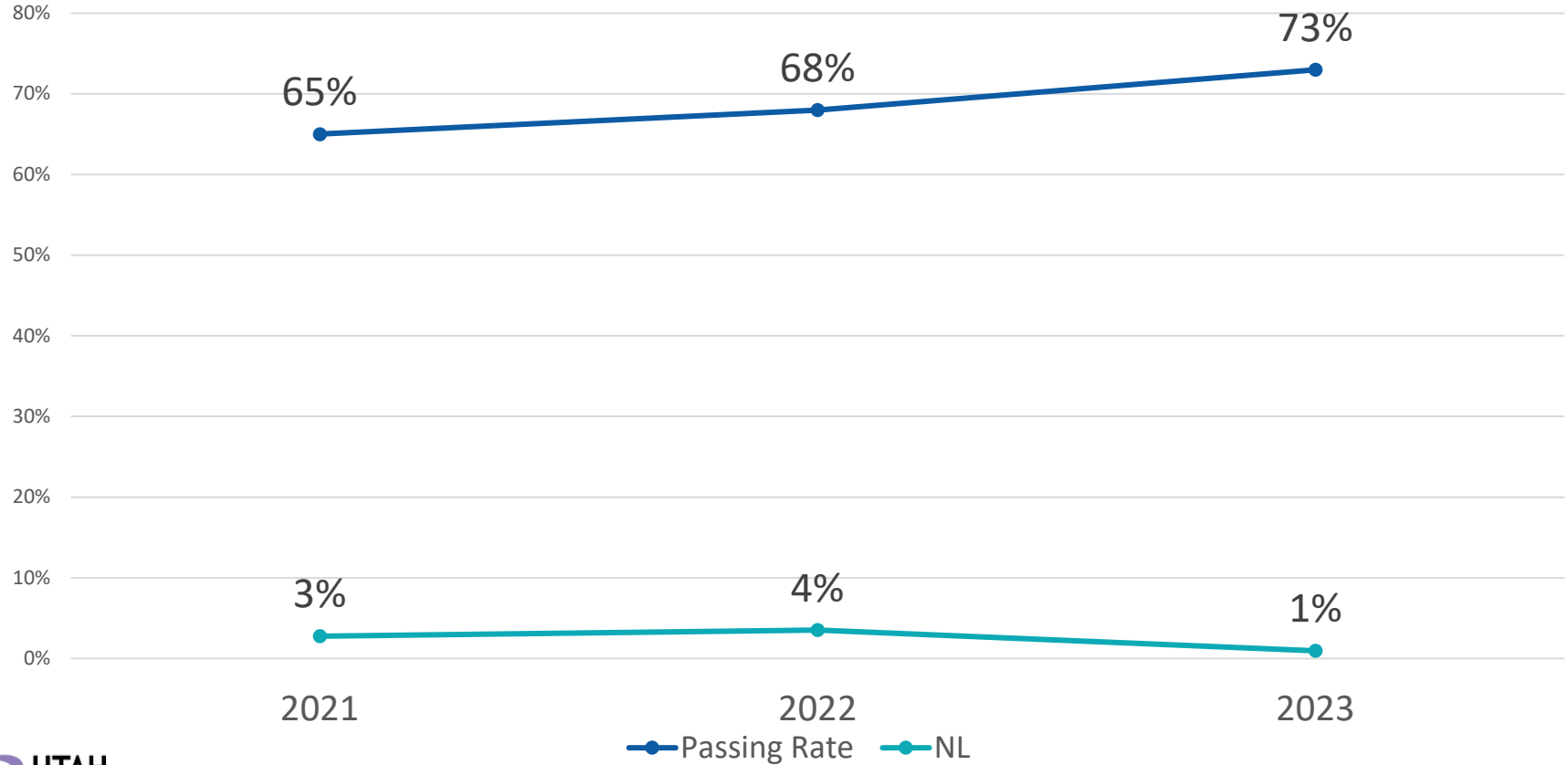
Demographics as of Oct 1, 2023							
Categories		Count	Prior Year Count	Categories		Count	Prior Year Count
Overall		1744	1790	Limited English Proficient	Yes	81	64
Ethnicity / Race	Hispanic/Latino	276	87	Limited English Proficient	Refused Service	0	2
	American Indian	66	73		Fluent	7	7
	Asian	51	48		Total	88	73
	African American/Black	103	94	Selected Flags	Homeless	53	41
	Pacific Islander	60	59		Migrant	0	0
	White	1604	1676		Native Language Spanish	30	51
Gender	Female	907	919	Tribal Affiliation	Goshute	0	0
	Male	837	871		Navajo	5	7
Free Lunch	Eligible for Free	816	743		Paiute	0	0
	Eligible for Reduced Price	121	77		Northwest Band Shoshone	0	0
	Economic Disadvantaged	0	0		Ute	0	0
	"Disadvantaged" Total	937	820		Other Tribe	61	66
Special Education	Time 'A'	281	295	Youth In Custody	Time 'A'	0	0
	Time 'B'	26	32		Time 'B'	0	0
	Time 'C'	36	35		Time 'C'	0	0
Immigrants		0	0				

UTVA Graduation Rates

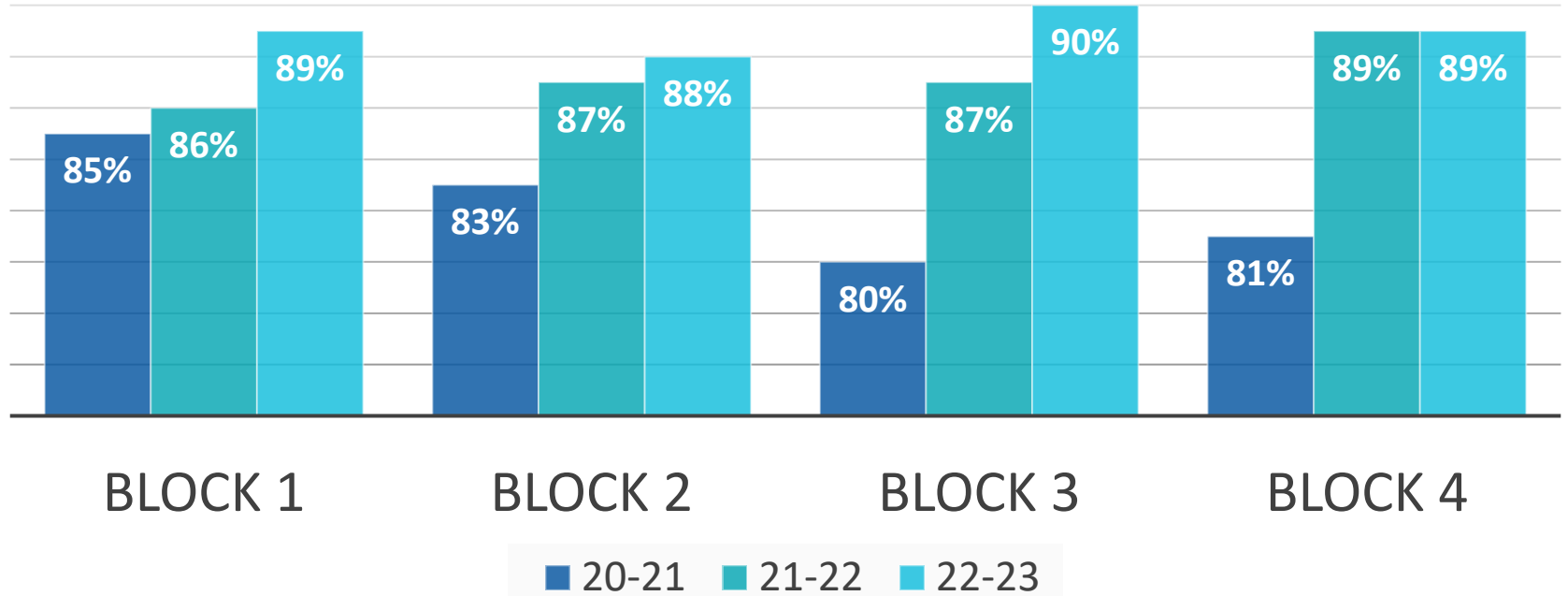
- ☒ Graduate
 - GA
 - GC
 - GR
- ☒ Continuing Student
 - RT
- ☒ Dropout
 - AE
 - DO
 - GE
 - GP
 - UN
- ☒ Excluded
 - CH
 - DE
 - TC
 - TO
 - TP
 - WM
- ☒ Other Completer
 - CT
 - GG



Year Over Year Passing Rates and No Logins 10/5



UTVA HS Passing Rates



Mentor Student Support Process

Mentor Student Support Process

▲ Desired Outcome:

The Mentor student support process utilizes the [Check-in/Check-out \(CICO\) Intervention](#) to support at-risk students in passing courses every block/semester and earning the assigned credits each school year, helping them progress toward their graduation cohort year and graduate.

Target Goals:

- Increase % of students passing courses
- Decrease % of courses failed in a year
- Increase % of students with credits on track to graduate
- Increase the number of credits recovered in a year
- Increase the number of GR exit codes



Tiered Support

Tiered Process

This tiered process is a fluid and adaptable structured approach that organizes support into different levels or tiers, allowing students to move in and out of these tiers based on their progress in passing courses. This process follows the block schedule. Mentors contact at-risk students weekly to provide the student summary report and offer help and encouragement.

Attendance Intervention	Tier 2
No course login	2 courses below 50%
Email/Text blast "You have not logged into courses"	CICO Intervention: Text blast "You are below passing in 2 courses..."
	Tier 3
	3 courses below 50%, credit deficient
	CICO Intervention: Text blast "You are below passing in 3 courses..." Email /Text Student Summary Report
	Tier 4
	4+ courses below 50%, credit deficient
	CICO Intervention: Text Blast "You are below passing in 4 or more courses..." Email/Text Student Summary Report Phone call check-in
	Tier 4 Admin
	Credit deficient, failing courses, counselor referral
	CICO Intervention: Phone call with parent Behavior Plan/Optional Pathways discussed and implemented

Data Tracking

Block 1

Tiered Process

Block 1

Tier 2

Tier 3

Tier 4

Criteria: Failing 2+ courses with zero

Add criteria: under 30% in 2+ courses

Add criteria: under 40% in 2+ courses

Block Courses Focus in contacts. Add criteria: under 50% in 2+ courses. Credit deficient. 10-12 grades (do not remove eyes on T2)

Block Courses Focus. Add criteria: under 50% in 2+ courses

CR Process

CR Process

CR Process

ALPHA

MENTOR

GRADE

Week 2 (8/28)

Week 3 (9/5)

Week 4 (9/11)

Week 5 (9/18)

Week 6 (9/25)

Week 7 (10/2)

Week 8 (10/9)

Week 9 (10/16)

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CR

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CR

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CR

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CR

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CR

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CR

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CR

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CR

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CR

A-D

Jennifer Hutchings

9

3

0

3

0

6

0

5

0

8

0

11

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11

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11

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10

2

1

2

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12

5

12

Total

7

22

9

22

21

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26

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34

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E-L

Nicole Christiansen

9

6

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3

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6

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3

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17

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15

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6

9

6

9

5

Total

35

35

30

23

41

20

34

15

34

16

48

14

51

12

M-P

Christine Gale

9

5

0

5

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7

0

11

0

11

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12

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12

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10

6

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4

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4

5

Total

15

13

14

13

25

12

34

8

34

7

35

7

34

7

Q-Z

Maisa Douglass

9

8

0

4

0

7

0

8

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12

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6

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Total

34

35

22

23

43

24

42

24

54

25

34

25

41

15

Tier 4

LuAnn Charles

9

2

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2

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2

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2

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2

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2

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10

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5

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4

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19

Melanie Denton

9

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10

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2

1

3

1

2

1

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2

12

1

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1

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1

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1

2

1

Returned Students

4

-

4

-

3

1

3

1

2

2

Total

8

1

8

1

7

4

6

4

7

6

Block 2

Attendance Intervention

Tier 2

Tier 3

Tier 4

Tier 4 Admin

No course login

2 courses below 50%

3 courses below 50%, credit deficient

4+ courses below 50%, credit deficient

Credit deficient, failing courses, counselor referral

CICO Intervention:

CICO Intervention:

CICO Intervention:

CICO Intervention:

Term Data

Monthly Focus

Weekly Data

CICO Process

CR Students

Tier 4- LuAnn

Tier 4- Melanie Denton

Data Bull 10 9

J Hutchings Term 1

N Christiansen Term 1

C Gale Term 1

M Douglass Term 1

Credits Earned

Special Education Needs Assessment

Recommendations



In relation to special education administration, coordinators, and high school teaching positions, there is an overstaffing situation at UTVA. To enhance student academic outcomes and optimize resource allocation, it is advisable to consider the strategic utilization of para-professionals within the special education department.



Ensure student service time is tied to individual student needs according to the LRE principle



It is crucial that individuals occupying these positions have a comprehensive understanding of their roles and responsibilities, both within the context of their specific job functions and their contributions to the overall mission of the UTVA. Clear delineation of duties and alignment with the school's broader objectives will promote organizational effectiveness and student success.