

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Ute Lake Online Learning Center	LEA: Logan Municipal Schools
School Leader: Crystal Burns	Supt/PEC Director:
SITM Team Leader: Lizette Ridgeway	Date: September 23, 2026
NM Vistas Designation: MRI - Graduation	

Restructure/Redesign or Restart 2026-27

Ute Lake Online Learning Center (ULOLC) is committed to continuing to serve a unique population of students who have experienced challenges or limited success in traditional public school settings and who benefit from an alternative, flexible learning environment. Rather than leaving these students without an educational option that meets their needs, the school is focused on improving the quality and effectiveness of the ULOLC experience while strengthening the systems and practices that support student success.

Through its participation in the SIT process and its sustained focus on developing, implementing, and refining school systems, ULOLC has made meaningful progress toward improving graduation outcomes. The school intends to continue building on the practices that are demonstrating positive results, particularly those that strengthen student engagement, credit accumulation, progress monitoring, and graduation planning.

School leadership emphasizes a collaborative approach in which staff members are informed about the school's processes, participate in decision-making, and understand their individual roles and responsibilities. Moving forward, ULOLC will continue refining its systems to ensure students receive the support they need to stay engaged, make progress toward graduation, and ultimately cross the graduation stage.

Successes and Celebrations

- **Improved Graduation Outcomes:** ULOLC's four-year graduation rate increased from 39.1% in 2023 to 66.5% in 2025, representing significant progress in supporting students toward timely graduation.
- **Improved Accountability Results:** The school's NM Vistas Accountability Score increased from 43.0 in 2023/24 to 53.9 in 2025/26, reflecting continued progress across the school's accountability measures.
- **Academic Coaches Strengthening Student Connections:** ULOLC is excited about the addition of academic coach positions this year. Academic coaches provide weekly, personalized check-ins with students and help strengthen communication and connections between students and school staff. These positions add another layer of support to help students stay connected to the school and engaged in their educational progress.
- **Strong Graduation and Continued Enrollment Interest:** ULOLC graduated 40 students last year, an accomplishment that reflects the school's continued efforts to support students toward completion. Despite changes to the school's entry criteria, ULOLC continues to attract students seeking enrollment, demonstrating an ongoing need for the flexible educational opportunities the school provides.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	40.4	—	—	—
	Total possible points	75	—	—	—
	Total Vistas points	53.9	—	—	—
Academic Achievement	Language Arts	—	86	6.37	15
	Math	—	86	2.75	15
	Science	—	16	4.38	10
Academic Growth	Language Arts growth	—	—	2.70	5
	Math growth	—	—	3.00	5
English Learner Progress	Progress rate	N/A	N/A	N/A	5
Attendance	Regular attendance	100.00%	48	10.00	10
Graduation	4-year graduation rate	66.46%	33	6.65	10
	5-year graduation rate	72.66%	28	5.81	8
	6-year graduation rate	56.59%	33	3.96	7
	Graduation growth	13.68*	—	2.24	5
College & Career Readiness	Participation rate	77.71%	—	—	—
	Success rate	41.61%	—	—	—
	Readiness points	—	—	2.62	5
4-Year Graduation Cohorts	2023	39.10%	—	—	—
	2024	50.20%	—	—	—
	2025	66.46%	—	—	—
	Best 2-of-3-year average	58.33%	—	—	—

— = not provided or not applicable. Graduation growth unit was not specified.

Required Progress Monitoring Data and Goals

BOY MOY EOY

Number of students in the 2027 4-year cohort enrolled in the school.

8

N/A

N/A

Notes:

8 of ULCLC's 41 total students are members of the 2027 four-year graduation cohort.

Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027.

7

N/A

N/A

Notes:

One student has been identified for targeted interventions, and the school counselor is working with the receiving district to determine appropriate course requirements, as the student has credits earned in Canada that must be

evaluated. The school is confident that, with these supports in place, the student will be on track to graduate by the end of the year.			
Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.	88%	N/A	N/A
Notes:			
Number of students in the 2027 4-year cohort <u>enrolled</u> in the school, <u>NOT on track</u> to graduate in 2027.	1	N/A	N/A
Notes:			
Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>NOT on track</u> to graduate in 2027.	12%	N/A	N/A
Notes:			
Number of students <u>NOT enrolled</u> in the school but have SAUs or “Snapshots” that will be calculated in the school’s 2027 4-year cohort data.	3	N/A	N/A
Notes: The school is working to retain students and reduce the number of SAUs that negatively impact its graduation rate. Given the small number of students involved, school leadership knows where each student is enrolled and maintains direct communication with the receiving schools to support continuity and successful transitions. Two students are enrolled in a small, rural district with which ULOLC has an established, positive working relationship, while the other student is enrolled in a larger nearby district.			
Goal: <u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>MOY</u>. (Not including SAUs)	8		
Goal: <u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>MOY</u>. (Not including SAUs)	100%		
Goal: <u>Number</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>EOY</u>. (Not including SAUs)	8		
Goal: <u>Percentage</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>EOY</u>. (Not including SAUs)	100%		
Goal: <u>Number</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 <u>by August 1, 2027</u>. (Not including SAUs)	8		
Goal: <u>Percentage</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 <u>by August 1, 2027</u>. (Not including SAUs)	100%		
4-year Cohort Data Collection and Analysis			
Did the school provide sufficient BOY data to accurately identify the number (#) and percentage (%) of enrolled students in the 2027 four-year graduation cohort who are on track to graduate on time?	YES ☒	NO ☐	
Notes: The school provided a comprehensive overview of the systems in place to monitor each student’s progress toward graduation and identify areas needing additional support.			
Did the school provide sufficient data to demonstrate a clear understanding of the number (#) and percentage (%) of students in the 2027 four-year graduation cohort who are no longer enrolled at the school but have SAUs that will be included in the school’s final graduation rate?	YES ☒	NO ☐	
Notes: The school provided a current status update for each of the three students who are no longer enrolled.			

Did the school establish data-informed, appropriately ambitious MOY and EOY goals for increasing the number (#) and percentage (%) of students in the 2027 four-year graduation cohort who are on track to graduate on time?	YES ☒	NO ☐
Notes: The school is implementing its systems with fidelity and remains committed to providing the support all eight enrolled cohort students need to graduate on time.		
2026-27 Critical School Level Systems & Practices		
System/Practice 1 System to track credit accumulation and recovery School leadership shared the individual student credit tracker, which provides a one-page snapshot of each student's credit status and supports the counselor's ongoing monitoring of progress toward graduation. The tracker was developed at the end of the previous school year and is incorporated into the student's Next Steps Plan. Leadership also shared the school's process for tracking cohort students, including where students transferred from and where students transfer when they leave ULOLC. The school is following up with students who transfer out to determine whether they remain enrolled in another school or have subsequently left school. This tracking process was maintained on paper during the previous school year and is now maintained in an Excel document. The school also shared an example of its PED-approved Student Next Steps Plan, which leadership reported has provided a more comprehensive and useful framework for supporting student planning. The school begins the planning process with students at the end of the school year and finalizes the plan as students enter ninth grade. Based on the School Systems and Processes Reflection, the school rated itself as <i>Impacting</i> in this area and expressed its confidence in the systems currently in place to monitor credit accumulation and recovery.		
SITM Team Recommendations The SIT-M team recommends that ULOLC continue refining the Next Steps Plan with students so they have an active role in developing and maintaining their graduation plans. Increasing student ownership of the document and the goals it contains may help students better understand their credit requirements and take greater responsibility for monitoring their own progress. The team also recommends that the school periodically examine whether the improvements made to its credit tracking and Next Steps Plan processes are producing the intended impact. Reviewing this information at MOY and EOY could help the school identify which practices best support credit accumulation, student engagement, and progress toward graduation.		
School's Identified Next Steps The school will continue following up with students who leave ULOLC to determine their continued enrollment status and support accurate tracking of cohort outcomes. The school will also continue developing the Next Steps Plan as a living document that is revisited throughout the year and will explore digital signatures to streamline the process and maintain current documentation. The counselor and staff will continue to monitor student progress according to their established weekly or monthly cadence to ensure students remain on track and receive additional support when needed.		

System/Practice 2

Frequent and consistent progress monitoring and data-driven early warning system

The school rated itself as *Impacting* on the School Systems and Processes Reflection. Leadership shared an example of the weekly meeting agenda used to discuss student progress and monitor student needs. A strong update to this process includes identified next steps after the discussion, helping ensure progress monitoring leads to specific actions and follow-up.

Leadership also shared a spreadsheet generated through the school's Learning Platform that provides a color-coded visual representation of student progress. All teachers and academic coaches have access to this information and use it to guide student and family phone calls.

The school also developed an internal Summary Document for the current school year that integrates information from multiple tabs and makes key student information more readily accessible to staff. The system allows the school to track individual student course progress and identify whether students are on pace. In addition, the school sends a weekly "Weekly Pull" report directly to parents, showing whether their student is on pace with coursework.

SITM Team Recommendations

As ULOLC continues to formalize its layers of intervention for students who are off track, the SIT-M team recommends developing a process to monitor fidelity of implementation, particularly regarding the role and responsibilities of Academic Coaches. Monitoring how consistently interventions are implemented and documenting the resulting student response can help the school determine whether the system is functioning as intended.

The team also recommends considering the challenge of aligning Academic Coach availability with student availability for phone communication. As part of the enrollment process, the school could consider collecting information about when students are most consistently available to communicate, which may increase the likelihood of successful connections between students and Academic Coaches and reduce unsuccessful outreach attempts.

School's Identified Next Steps

To move toward the next level of implementation, the school identified increased family engagement as a focus area. The school wants Academic Coaches to build positive, supportive relationships with both students and their families and to establish a structure in which every student has a consistent adult at school they know they can rely on for support. The school envisions the Academic Coach role as the primary connection for developing these relationships and strengthening communication with students and families.

System/Practice 3

Systems for monitoring and improving attendance

The school rated itself as *Engaging* in this area on the School Systems and Processes Reflection. Leadership explained that attendance monitoring presents unique considerations because of the school's virtual design, as students can access and complete coursework outside traditional school hours. In response, ULOLC has developed its own definition of attendance that considers student logins, time spent in the learning platform, and progress toward completing assigned activities.

Leadership shared the school's continued progress in digitizing its monitoring systems through an Excel

workbook and Summary Sheet, making student information more accessible to staff and strengthening the school's ability to monitor engagement. The workbook includes the number of courses each student is taking, minutes spent working each week, and the number of activities completed within the seven-day period. Each course has a specified number of activities that are monitored to determine whether students are on track. The spreadsheet is updated every Monday, organized by student cohort, and each workbook follows a nine-week schedule. Students are color-coded green, yellow, or red based on their progress and engagement, and Academic Coach weekly calls are tailored to each student's identified level of need.

School leadership meets monthly to review student progress and determine which students need additional intervention. The attendance system extends beyond simply determining whether a student is present by monitoring course and activity completion, providing a more comprehensive measure of student engagement.

Leadership also shared evidence of the weekly Academic Coach check-ins, including the areas addressed during each contact. The school is continuing to refine how information related to conditions that may be impacting student learning can be viewed in one place. Students identified as yellow receive two check-ins, while students identified as red may be moved to probation and receive additional intervention and monitoring.

SITM Team Recommendations

The SIT-M team recommends that ULOLC establish clear indicators for determining the impact of the Academic Coach role. Identifying the leading indicators that Academic Coaches are expected to influence, such as student engagement, activity completion, course progress, or successful student contacts, will help the school evaluate whether the position is contributing to desired student outcomes.

The team also recommends that the school periodically "pressure test" its attendance and engagement system by examining the relationship between minutes spent in the learning platform and activities completed. This may help determine whether time on task is consistently translating into meaningful academic progress and whether adjustments to the monitoring criteria are needed.

As the school continues moving its systems into electronic, shared documents, the team also recommends establishing a clear structure for managing and accessing supporting materials. For example, the school could identify the specific documents to review during each monthly meeting and embed hyperlinks to those resources in the appropriate location in the tracking spreadsheet.

School's Identified Next Steps

Academic Coaches will be trained to enter and maintain student data rather than relying on the Executive Director to complete this responsibility. As the school continues its monthly progress monitoring meetings, leadership expects to see fewer students struggling with attendance and assignment completion and will use the data to monitor progress toward that outcome.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Ute Lake Online Learning Center	
School Leader:	Crystal Burns	
LEA:	Logan Municipal Schools	
Superintendent/PEC Director:	Ross Perschbacher	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Lizette Ridgeway	
Date:	September 23, 2026	
System/Practice	School Self-Rating	School Self-Rating Description
A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program	Transforming	There is comprehensive evidence of the successful implementation of a team dedicated to data-driven decision-making to improve graduation rates. The processes are thorough, systematic, and collaborative, ensuring that the school continuously improves its graduation program based on ongoing data analysis, feedback, and stakeholder engagement. The team's work aligns with measurable goals, and the outcomes are communicated effectively to the school community.
A system to ensure accurate and timely records for enrollment, transfers, drop-outs, and other movement	Transforming	There is comprehensive evidence of systems that maintain accurate and timely records for student enrollment, transfers, dropouts, and other movements. The school has well-established, efficient, and consistently updated systems to track and manage all aspects of student data. These systems are integrated into the school's overall student support framework and ensure full compliance with state requirements while proactively addressing student movement and engagement.
Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)	Transforming	There is comprehensive evidence of implementing a thorough enrollment process that clearly articulates school expectations. The student NSP is embedded in daily practice and prevents students from falling off track. Accuracy is universal, accountability is shared, and leaders continuously monitor quality. Students and families understand the goals and options; access is equitable; and the process drives master scheduling, intervention, and measurable gains in readiness.
System to track credit accumulation and recovery	Impacting	There is sufficient evidence that a school has successfully created a system to track credit accumulation and recovery, with each student's progress clearly recorded and regularly reviewed. Quarterly status reports and midterm failing grades reports are consistently used to identify students who may need support and targeted corrective actions are taken to help students recover credits and stay on track for graduation. This system ensures that the school can provide timely and effective interventions to help students succeed.
Frequent and consistent progress monitoring and data-driven early warning system	Impacting	There is sufficient evidence of a system to track credit accumulation, credit recovery, and other key student data, ensuring that essential indicators such as attendance, grades, and social-emotional wellness are consistently monitored. While the system is functional and generally effective, there may still be areas for further improvement of integration and continuous refinement to ensure full utilization across the school.
Systems for monitoring and improving attendance.	Engaging	There is some evidence of a structured attendance monitoring system. Basic attendance tracking is in place, but interventions are inconsistent or reactive. Limited outreach to families and minimal use of data to drive attendance improvement efforts

College and career readiness programs providing a variety of graduation pathways	Engaging	There is some evidence that efforts are laying the foundation for future programs that will provide students with the tools, resources, and support they need to succeed in their post-secondary pursuits and beyond. Although still in the process of establishment, necessary steps have been taken toward planning and building a robust system that prepares students for post-secondary education and the workforce.
Flexible course scheduling adapted to student needs	Transforming	There is comprehensive evidence that flexible course scheduling has been thoughtfully implemented to ensure that students' diverse needs and circumstances are addressed. The school has made significant efforts to adapt its academic programs to support students' success, particularly those facing challenges such as work commitments, family obligations, mental health needs, and attendance issues. The flexibility built into the system has contributed to a more inclusive and personalized educational experience for all students.
Systems and procedures to address the social, emotional, and behavioral needs of students.	Impacting	There is sufficient evidence of structured systems to support students' social, emotional, and behavioral needs. Policies and programs exist, with some documentation of implementation and staff training. There is evidence of student access to support services and periodic assessments of effectiveness, though some areas may lack consistency or depth.
An advisory or mentor program that creates a support system for students success	Impacting	There is sufficient evidence of an advisory and mentor program that nurtures student success. By tracking advisor/mentor assignments, offering academic coaching, and facilitating peer mentoring, the school provides a holistic support system that helps students develop their academic skills, emotional resilience, and sense of belonging. The program fosters an environment where students can thrive academically and personally, ensuring they are well-equipped to reach their full potential.
Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Engaging	There is some evidence that effective classroom instruction is available for all students, particularly ELs and SWDs. While foundational efforts are in place, such as organized classroom environments, positive teacher-student relationships, and academic assessments, there is still much to be done to ensure that the needs of all students are fully addressed. The school is working to improve its online/blended learning programs, consistently implement IEP accommodations, and increase cognitive engagement among all students, particularly concerning language acquisition for ELs and support for SWDs. This focus on inclusivity and differentiation is still developing, but there is a clear commitment to fostering an academic environment where every student can succeed.
Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning	Impacting	There is sufficient evidence of systems for providing consistent and individualized instructional coaching to improve student engagement and learning. These systems ensure that teachers are supported in refining their practices to meet the diverse needs of all students, including English Learners (ELs) and students with disabilities (SWDs). The school leadership has implemented well-organized tracking systems, data analysis practices, and targeted support structures to ensure teachers receive the coaching they need to improve instructional effectiveness.

Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Impacting	There is sufficient evidence of effective PLCs or collaboration. Meetings are scheduled regularly to discuss student progress and instructional strategies, though implementation may be inconsistent across grade levels or subjects. Some evidence of data-driven decision-making and instructional adjustments exists.
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