



Executive Summary

The Electronic High School

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

ABOUT THE ELECTRONIC HIGH SCHOOL (EHS) <http://ehs.uen.org/>

EHS began operation in October 1994 and is housed at the Utah State Office of Education in downtown Salt Lake City.

EHS is funded as a line item from the Utah legislature and is defined in state code to offer open-entry/open-exit classes to ALL Utah residents at no cost. <http://le.utah.gov/xcode/Title53A/Chapter15/53A-15-S1003.html>

EHS provides services year round. EHS is used by districts and students throughout the state. Students use EHS services for original credit and for credit recovery.

EHS owns its curriculum - adding a Creative Commons license to it in early 2009 to share with other public schools.

EHS classes are offered quarter (0.25) units and are taught by Utah licensed teachers. To earn credit, a student successfully completes all class activities and passes a proctored final exam. <http://share.ehs.uen.org/classes>

EHS offered a diploma track from 2005 through 2013 while the annual budget was approximately \$2 million a year. When the legislative appropriation was cut to \$1 million for FY 14, EHS discontinued its diploma track and limited its number of available classes.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

THE ELECTRONIC HIGH SCHOOL PURPOSE

in state statute: <http://le.utah.gov/xcode/Title53A/Chapter15/53A-15-S1002.5.html>

The Electronic High School is created:

- (1) to provide an opportunity for a student who has failed a course to retake the course and earn course credit;
 - (2) to allow a student to complete high school graduation requirements and exit high school early;
 - (3) to allow a student to take a course online so that the student has greater flexibility in scheduling courses during the regular school day;
- and
- (4) to allow a home-schooled or private school student in Utah to take a course within the Utah high school core curriculum.

EHS' open-entry/open-exit format is a valuable option for students who want to accelerate their graduation, students who want to free up their regular school schedule to take advanced classes, and for students who struggle and need to recover credit.

THE ELECTRONIC HIGH SCHOOL MISSION STATEMENT

Our mission is to educate, remediate, accelerate, and graduate Utah's diverse learners with caring, qualified teachers using current technology to provide rigorous curricula, timely access to quality online instruction, and prompt professional feedback to student work.

THE ELECTRONIC HIGH SCHOOL HONOR CODE

"As a student of the Electronic High School, I agree to turn in my assignments in a timely manner, do my own work, not share my work with others, and treat all students, teachers, and staff with respect."

THE ELECTRONIC HIGH SCHOOL BELIEFS ABOUT EDUCATION

WE BELIEVE ALL people have the right and responsibility to learn, and that all students can learn, achieve and contribute to a quality society. Through formal and informal experiences everyone can be a life-long learner.

STUDENTS are ultimately responsible for their own learning, but teachers and parents should encourage, guide and support student efforts. All children need to have high expectations that are supported and strengthened by the educational system.

INDIVIDUAL students vary both in the speed with which they can learn new material, and in the styles or methods by which they learn best. In order to meet the needs of a variety of students, a variety of methods must be used.

STUDENTS should be able to earn credit based on their mastery of knowledge or skills, as measured by completion of assignments and tests, independent of the amount of time they have spent. UTAH Core Curriculum standards set the expectations for all learners, and the content specified in the Utah Core Curriculum can be delivered using technology and the Internet.

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INTERACTION between student and teacher is important to learning, but that interaction does not need to be "face-to-face."

PROMPT, timely feedback improves student learning and motivation.

FLUENCY in technology use is a key skill both in the workforce and in personal life.

EDUCATION over the internet is necessarily somewhat different from education in a traditional classroom, but not necessarily better or worse.

ACQUISITION of certain core, subject-specific information or knowledge is necessary but not sufficient for a good education; class assignments should promote both the acquisition of knowledge and the acquisition and practice of higher level thinking skills, such as analysis, critical thinking, problem-solving, synthesis, creativity and evaluation. All students need to know how to continually access, analyze, and synthesize information. ONE of the keys to our continuing high quality of life lies in educating as many students as possible, as quickly as possible, and to as high a degree, as broad a range, and great a depth as possible; this applies not only to the typical majority of students, but also to those who have, for whatever reason, fallen behind their peers, and to those who are capable of progressing far beyond their peers.

THE ELECTRONIC HIGH SCHOOL EXPECTATIONS FOR STUDENT LEARNING

THINKING AND REASONING EHS promotes thinking and reasoning with reading and writing assignments across the curriculum, but particularly in the Language Arts classes.

SOCIAL AND CIVIC RESPONSIBILITY EHS promotes social and civic responsibility with the school honor code and with the reminders on the web site and via e-mail to treat their teachers, proctors, and fellow students with respect.

CHARACTER EHS promotes character, by teaching students about academic honesty including plagiarism. Students are encouraged to work together to learn, but must pass the final proctored test without assistance. This promotes individual responsibility.

COMMUNICATION EHS promotes effective communication through e-mail communications between teachers and students, as well as through writing assignments across the curriculum. EHS uses the Six Traits writing rubric to assess written communications. Each teacher has a voice-mail box for students to leave messages.

SYSTEMS THINKING EHS promotes systems thinking by working with students and their counselors to make decisions about which coursework is best matched for their educational needs. For example, our computer programming and web site design courses help students learn about technology systems. Our mathematics classes help students learn about number systems. Our Earth Systems class helps students learn about science-based systems.

EMPLOYABILITY EHS student futures are awash in technology. Our delivery system promotes student facility with technology. Because we provide quarter classes for students who accelerate or who need credit recovery, we are important to students leaving their local schools with a diploma on time. (Utah's State Board of Education sets the required classwork for students to earn a diploma. EHS curriculum is aligned to the core curriculum to facilitate students learning the required content. The Board has also created a statewide vision called Life Skills in seven areas detailing how students should be prepared for adulthood and are part of our expectations for student learning.)

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

NOTABLE ACHIEVEMENTS

The Electronic High School has a clear purpose from state statute to provide free services to Utah residents.

EHS successfully migrated its student records to the state SIS in September 2013 and now uses the state student identifier (SSID) system to retrieve and submit student data to the state warehouse.

EHS created a progress report for counselors delivered via secure FTP to over 200 schools each week

AREAS OF IMPROVEMENT

EHS has goals in place to:

- automate parent notification of student progress in class
- further automate daily data reporting needs to improve decision making
- implement public education mandated teacher evaluation protocols

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Electronic High School is at

<http://ehs.uen.org>

More information about EHS faculty and staff at

<https://share.ehs.uen.org/fac>

More information about the Creative Commons curriculum at the bottom of the page at

<https://share.ehs.uen.org/beta>

More information about student completions by month at the bottom of the page at

<https://share.ehs.uen.org/faq>