WELCOME

USBE SPRING DATA CONFERENCE

APRIL 25, 2019

USBE DATA CONFERENCE
Summit Center
165 S. 700 E. Springville, UT
Thursday, April 25, 2019
9:00 a.m.

Welcome and Introductions, Aaron Brough, Data & Statistics Coordinator

Keynote: Scott Jones, Deputy Superintendent of Operations

1. Utah Schools Information Management System Introduction (USIMS): Chukwuma Uzoh, Assistant Information Technology Director; Judi Peterson, USIMS Program Manager

2. Ed-Fi: Maureen Wentworth, Strategic Partnership Manager; Sayee Srinivasan, Solutions Architect

3. Locating Legislative updates: Aaron Brough
   https://www.schools.utah.gov/policy/legislativesession?mid=1978&tid=0

4. Special Ed., Incident Data & S4 Data: Malia McIlvenna, Research Consultant, Data & Statistics

Break 10:30 a.m. (15 min)

1. Graduation Codes: Randy Raphael, Research Consultant, Data & Statistics

2. Proper Documentation of Exiting Students: Aaron Brough

3. Utah Technical College Course Codes: Jeff McDonald, Research Consultant, CTE
   - Perkins Data V

4. State Student Identifier (SSID): Marlene Ruff, Senior Business Analyst

Lunch 12:00 p.m. – 1:00 p.m. (On your own)

5. Statewide Online Education Program (SOEP): Dr. Cory Kanth, Ph.D., Statewide Online Education Program Specialist

6. Student Data Privacy: David Sallay, Student Data Privacy Auditor

7. Child Nutrition Program Direct Cert and Claim Uploads (CNP): Tammi Walker, Senior Business Analyst, CNP

Break 2:00 p.m. (15 min)

8. Teacher Salary Supplement Program for Special Education (TSSP): Aaron Brough

9. Adult Education & Special Education Funding (SPED): Aaron Brough

10. Target Support Improvement (TSI) Comprehensive Support & Improvement (CSI): Aaron Brough

11. Closing remarks

USIMS

USBE Data conference

Presenters: Judi Peterson / Chuma Uzoh

25 April 2019

Overview

- PM Introduction
- What is USIMS
- Why USIMS
- What USIMS will Achieve
- How we get there
- Immediate Stakeholder Involvement

PM Introduction

- USIMS Program Manager Judi Peterson, PMP
  - 25+ years of senior manager/program manager experience
  - Program Manager - development and sustainment of multiple enterprise information systems and system engineering programs ranging in values from $5K-$250M
    - Program Management
    - Metrics
    - Process improvement
    - Requirements
    - Software development
    - Test
    - Quality Assurance
    - Business development & capture/proposal management
  - Little known story …

WHAT IS USIMS?

- *Utah Schools Information Management System (USIMS)*

- Will subsume legacy data collections, reporting applications, and reports in use at the Utah State Board of Education (USBE)

WHY USIMS?

- USBE is responsible for collecting, processing, providing oversight, and reporting on education data for the State of Utah

- Legacy systems inadequacies have resulted in unnecessary USBE staff efforts to cleanse and scrub data

- Loss of USBE staff time has left little time for analyzing and interpreting data to assist LEAs

What USIMS Will Achieve

Will provide USBE a data collection and reporting system designed around future growth, flexibility, and collaboration that will:

- Increase productivity

- Return lost time to UBSE staff

- Provide educators and counselors accurate and timely data to improve student performance

- Provide administrators seamless data to effectively manage educators and school resources

- Provide policymakers quality data to evaluate student achievement success of initiatives
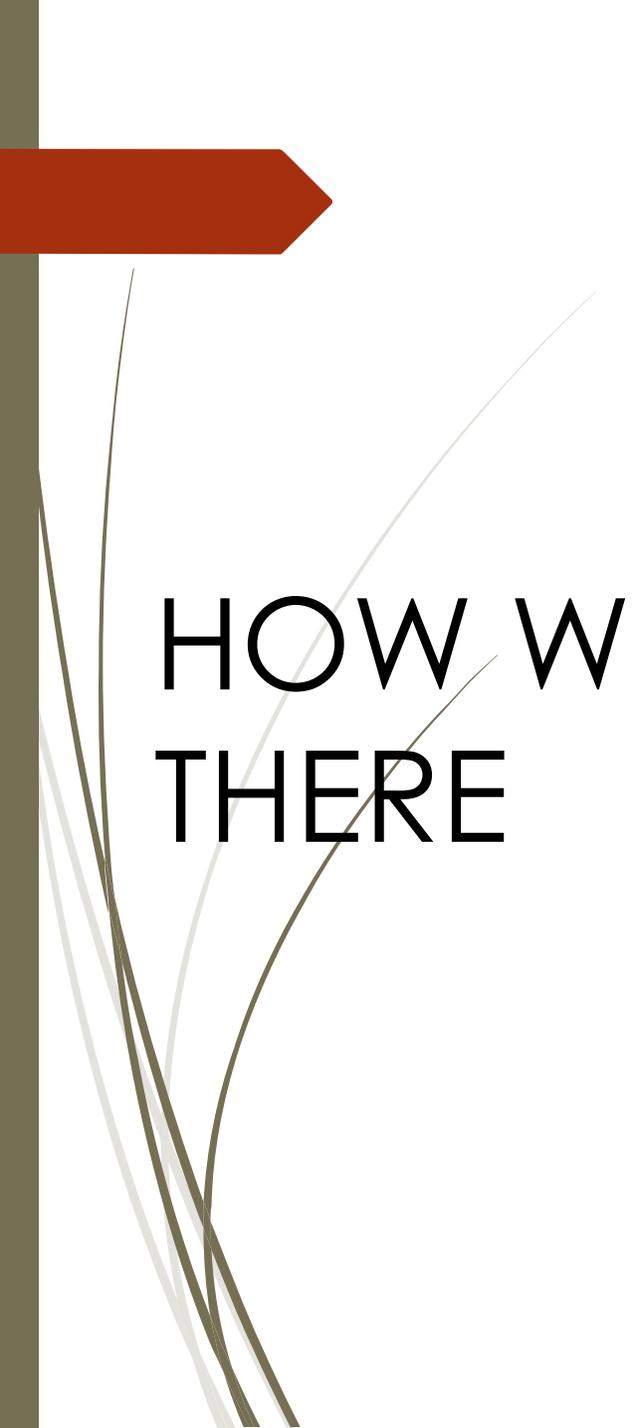
HOW WE GET THERE

Approach
- Use of Agile Principles & Values
  - User involvement / verification
  - User visibility
  - Work to priorities
- Potential Use of Data Standards (i.e., EdFi, CEDS)
  - Data Consistency
  - Time Savings
- Consistent Practices & Processes Across the Program
- Implementation of Common Tools

KEY FACTORS /RESULTS
- A "USER" System – Not an IT System
- Customer satisfaction is top measure of success
- Improved ability to manage to priorities
- Better business / IT alignment
- User visibility early on

Immediate Need: Stakeholder Involvement

- Seeking LEA representatives to be the voice of USIMS for all LEAs – In work
  - Representative of diverse LEA types and USBE functions
  - Enthusiastic about USIMS
  - Able to be the voice of all LEAs
  - Willing to put in the time required to ensure a true LEA/USBE user system
- Enterprise USIMS planning meeting – In work
  - LEAs representatives/ USBE Stakeholders
  - Consolidated Vision Statement
  - USIMS road map
  - Understanding of priorities

SCRAM Environment Codes For 5 Year Olds

Changes for the 2020 School Year
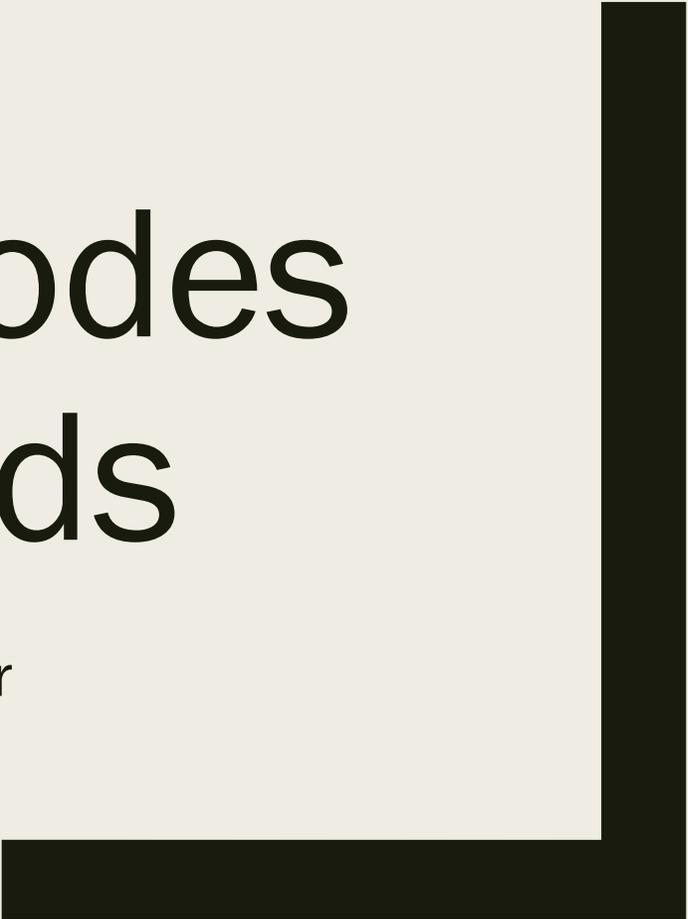
Source

■ Attachment F, ED*Facts* Data Set for School Years 2019-20, 2020-21, and 2021-22 Response to 60-Day Public Comments, April 8, 2019

  – *https://www.regulations.gov/document?D=ED-2018-ICCD-0117-0153*

  – *Directed Question #23: Educational Environments*

  Based on these comments, the Department is requiring states to report 5-year-old children with disabilities in kindergarten with children with disabilities ages 6-21 in the school age child count and educational environments data file (FS002). This subset of 5-year-old children with disabilities are educated in settings that are more closely aligned to the school age educational environments reporting categories. This change will allow states to report 5-year-old children with disabilities in kindergarten based on the school age educational environment reporting categories. This subset of 5-year-old children with disabilities will no longer be reported in the preschool child count and educational environments data file (FS089).

Overview

- Old Rule: SCRAM Environments were strictly age-based
  - *For Age 3-5 report an 'Early Childhood Environment' (C,F,G,I,J,K,M,P,R,S)*
  - *For Age 6-21 report a 'School Age Environment' (H,P,R,S,T,U,V,Y)*

- New Rule: SCRAM Environments for 5-year old students are grade based, and all others are age-based
  - If age 3 to 5 and grade is Pre-K, or if age is less than 5 and grade is K-12, *report an 'Early Childhood Environment' (C,F,G,I,J,K,M,P,R,S)*
  - If age 5 to 21 in K-12 or if age 6 or older in Pre-K, *report a 'School Age Environment' (H,P,R,S,T,U,V,Y)*

USBE Next Steps

- Before LEAs can begin reporting 5-year-old kindergarteners with *School Age Environment* codes USBE needs to make changes to two validations:

    - *S2.621: Early Childhood Environment*
        - Needs to be changed so 5-year old students in kindergarten **don't** trigger this rule

    - *S2.622: School Age Environment*
        - Needs to be changed so 5-year old students in kindergarten **do** trigger this rule

- Timing: TBD (trying for mid-July)

Impact on LEA Data Reporting

- <u>One time</u>: After the validations are changed all 5-year old students in kindergarten will have to have their SCRAM environment code changed from an *Early Childhood Environment* code to a *School Age Environment* code. (*Approx. 4,500 in SY2019*)

- <u>Ongoing</u>: For students in kindergarten who turn 6 during the school year you will no longer have to close one SCRAM record (with age 3-5 env.) and open a new SCRAM record (with age 6-21 env.) on the student's sixth birthday.
  - *For students in Pre-K who turn 6 during the school year you will still have to open a new SCRAM record on the 6th birthday*
  - *For students in Kindergarten who turn 5 during the school year you will still have to open a new SCRAM record on the 5th birthday*

Misc Updates

April 25, 2019

New Incident Data Fields

- Seven new fields are REQUIRED:
    - *Physical Restraint,*
    - *Seclusionary Time Out,*
    - *Alleged Basis Disability,*
    - *Alleged Basis Gender,*
    - *Alleged Basis Religion,*
    - *Alleged Basis Sexual Orientation,*
    - *Alleged Basis Race, Color or National Origin*

- If incident records are missing from UTREx, check these fields. Check your level 1 fatal errors and you level 1 warnings

Reviewing New Incident Field Data

- Reviewing submitted data:

- *Goal is to have the aggregate counts added to the Discipline Incident Summary report before year-end. In the meantime you can review student level data of what's been submitted in your Examine File on the Utrex Overview Page.*

504 Records (S4)

- Expected in UTREx by year-end

- *Review student level data of what's been submitted in your Examine File on the Utrex Overview Page.*

- https://le.utah.gov/xcode/Title53A/Chapter 17A/C53A-17a-S112.2_2017050920170509.pdf

- https://rules.utah.gov/publicat/code/r277/r 277-753.htm

What's New with the Graduation Rate?

Randy Raphael, Research Consultant, Data and Statistics

Utah State Board of Education Data Conference

Springville, Utah, April 25, 2019

Contents

- 'PR' exit code
- Alternate Diploma: 'RA' and 'GA' high school completion status code and cohort reassignment
- 5-year graduation rate
- Graduation rate reports via Data Gateway

PR (Promoted) Exit Code

- "**Promoted to the next grade or otherwise expected to return the next year under the same LEA's responsibility**"

- Alternative to blank or null for student information systems which require an explicit exit code at year end

- Targeted for implementation by May 31, 2019

- Not required by USBE; use when necessary or helpful, although explicit coding of "missing" data is generally a good idea

Alternate Diploma:
GA and RA Completion Status Codes

- Alternate diploma allowed under ESSA and governed by USBE (R277-705.5) in conformity to federal guidance (Sections A14-A20)

- **SCRAM record must indicate a 1% student**

- **GA**: "State defined alternate diploma — Only for students with a significant cognitive disability, as defined by R277-705-2, who earned an alternate diploma, which is (1) standards-based and (2) aligned with state requirements for the regular high school diploma"

  - **Contrast with G3**, which is based on meeting IEP goals and does not qualify as a graduate

- **RA**: "Retained senior on path to an Alternate Diploma"

  - **Contrast with RT** for students on path to a regular diploma

  - **Triggers cohort reassignment**

- *For more about the Alternate Diploma, contact: Lavinia.Gripentrog@schools.utah.gov, Tracey.Gooley@schools.utah.gov or Tanya.Semerad@schools.utah.gov*

Alternate Diploma: Cohort Reassignment

- **For each year the student ends as an RA, their cohort (year) is incremented by one**; for example:
  - Student begins 2019 school year in 2019 cohort and ends year with RA completion status
  - Student's cohort year is reset to 2020, and so on
- If you miss a student at year end, you can submit RA to update their status via a historical update request through the following September 30
- Once a student is set on the RA path, there is no going back to a previous cohort to earn another type of diploma.
- **The only way an RA student can eventually be considered a graduate is to ultimately be coded as GA**. Any other graduation code (GC,GM,GR,GQ) will be reinterpreted as an Other Completer (Nongraduate).
- Student is included in the 4-year rate calculation for the cohort in which they finally end up.

5-Year Graduation Rate:
New Accountability Subindicator

- 5-year graduation rate becomes **part of a high school's accountability score for first time this (2019) school year**

- Graduation rate is lagged, so for 2019 accountability, the 4-year rate is based on the 2018 cohort, and the 5-year rate will based on the 2017 cohort

5-Year Graduation Rate:
How It Works

- Identify 2017 nongraduates — students who are only in the denominator of the 4-year rate calculation — in each school

- Of that group, identify students who were graduates in 2018 in the same school; these are 5-year graduates
  - Ignore transfers in and out of the school

- Add the 5-year graduates to the 2018 numerator and denominator and recalculate

- Score = (4-year rate * 22.5 points) + (5-year rate * 2.5)
  - 5-year rate always equal to or greater than 4-year rate
  - Negligible impact on vast majority of schools, accounting for slightly more than one-hundredth of one percent of maximum possible points (2.5/225)

Graduation Rate Reports via Data Gateway 1

Graduation Rate Preview

- Under **My Tools** header

- Based on upload of Year End UTREX into USBE Data Warehouse

- **Static**: Changes made via the S1-X record will not affect Preview report

- Broad access

Graduation Rate for Four (Five) Years

- Under **UTREX** header

- Based on most recently processed UTREX submission

- **Dynamic**: Changes made via the S1-X record will show up here

- Restricted access

Statewide Online Education Program

A student is in membership at a Primary School of Enrollment for all Statewide Online Education Program (SOEP) courses. The SIS at a Primary School of Enrollment must incorporate both courses taught at the Primary School of Enrollment, and those taught by a SOEP Provider. Membership must encompass both, and a student should not be exited until a period of SOEP enrollment is concluded, unless the student wants to withdraw from SOEP courses. A Primary School of Enrollment should not make the error of thinking that a student registering for all SOEP courses in some period, without courses taught at the Primary School of Enrollment, is exiting and transferring schools. This will ultimately lead to attribution of drop-out status to the student and will deprive the student of an opportunity to receive a diploma unless they re-enroll one or more semesters prior to their date of cohort graduation.

R277-419-6 governs student membership calculations

UTREx Submission

SOEP course records included within each school's SIS system will ultimately be read into UTREx for official reporting of student membership, credit, grades and related purposes. The USBE has business rules in place governing school submissions and allowing a vertical interface to operate. The following fields need to be appropriately completed for **SOEP course records** be accepted for funding purposes.

- School of Record – **BLANK** (Default setting)
- Instructional Setting – **OP** (Statewide Online Education Program)
- Provider Teacher of Record – found in SEATS
- Credit Attempted – CCA Credit value
- Credit Earned – CCA Credit value if completed, otherwise Blank.

The Instructional Environment for *non-SOEP courses* is ON, for Online

6-8th graders in a secondary environment can take SOEP courses.

Two rules (R277-726 and R277-700 were amended to clarify recording of credit for students completing SOEP courses prior to grade 9. Relevant portions of each are included here:

R277-726-5. LEA Requirements and Responsibilities:
172 (5) A primary school of enrollment shall recognize credit earned by a participating
173 secondary student through courses completed prior to grade 9 for purposes of high school
174 graduation provided that:
175 (a) the student has in the student's records documentation of the student's [declared
176 an] intention to graduate early; and
177 (b) the student is enrolled at a middle school or junior high school and a high school
178 accredited in accordance with Rule R277-410.

R277-726-5. LEA Requirements and Responsibilities:
185 (8) If a participating student's primary school of enrollment is a middle school or junior
186 high as defined in Rule R277-700, course completions will be recorded in a student's record
187 of credit and course completion for grade 9 to allow recognition toward grades 9-12, high
188 school graduation requirements, and post-secondary requirements.
189 (9) When a student satisfactorily completes an online semester or quarter course, in
190 accordance with the LEA's procedures, a designated counselor or registrar at the primary

191 <mark>school of enrollment shall forward records of grades and credit for students participating prior</mark>
192 <mark>to grade 9 to the student's grade 9 primary school of enrollment for recording grades and</mark>
193 <mark>credit per Subsection R277-726-5(8) once a student completes grade 8.</mark>

R277-700-6. High School Requirements:
165 (2) A student in grades 9-12 is required to earn a minimum of 24 units of credit
166 through course completion or through competency assessment consistent with R277-705
167 to graduate.
168 (3<mark>) Through recording of credits in a student's transcripts for grades 9-12, in</mark>
169 <mark>accordance with Subsections R277-726-5(9) and R277-726-5(10), for purposes of high</mark>
170 <mark>school graduation, an LEA shall recognize high school credits earned prior to grade 9</mark>
171 <mark>through participation in the Statewide Online Education Program</mark>, provided that:
172 (a) the student has declared an intention to graduate early; and
173 (b) the high school courses are not used to replace middle school educational
174 requirements.

What if a student is enrolled part-time, and is released for home-schooling part-time?
The public LEA where the student is in membership must facilitate Statewide Online Education Program course enrollments, reducing hours of home-school release appropriately and increasing public education membership commensurately. A student cannot maintain public school enrollment and enroll in SOEP courses as a home school student, also. Membership records and the student's enrollment status should be amended to reflect primary school enrollment plus any SOEP courses as students are admitted to coursework.

Should a student be released to Home Schooling for SOEP course periods?
A student should never be released to home schooling for SOEP courses.

Should a student be exited from the school while they are enrolled in SOEP course periods?
A student should not be exited from a Primary School of Enrollment under the assumption that the student is seeking to Transfer to the online school. A student should remain in membership for the entire *calendar period* consistent with a period of SOEP enrollment. For instance, if the student registers for a 1.0 credit course in August, and then later wants to Withdraw from a primary school of enrollment, unless they also wish to withdraw from the SOEP course they should be kept in membership (and not exited) at 1/8 membership for the entire school year. The student should also not be withdrawn from Membership for violating the *10-day rule*, if they are enrolled in a SOEP course across that time-period. They are automatically in membership. Attendance is being taken at a Provider for this course, and a counselor will be notified automatically if the student withdraws voluntarily or is given notice that they will be withdrawn for non-attendance.

Summer Courses:
By policy, summer courses are recorded as Fall courses in the upcoming school year. For summer courses, students must have courses recorded by the school that the student will be attending in the upcoming year.

For more information contact:
Dr. Cory Kanth, Ph.D. | Statewide Online Education Program Specialist|Utah State Board of Education
☎ : 801.538.7660 | ✉: cory.kanth@schools.utah.gov or edonline@schools.utah.gov
Website: https://www.schools.utah.gov/edonline

UTech '11' Core
Code Addition

CTE's UTech "11" Core Codes

- CTE is requiring courses taught at Utah technical colleges be tracked differently for funding--based on the core code. Similar to the Concurrent Enrollment core codes, which have a "13" in positions 7 & 8 of the core code string, these courses will have an "11" in positions 7 & 8.

- Example: Medical Terminology would have the core code: 36-01-00-**11**-175.

- These courses will need to be validated with the where taught LEA and school--being one of the Tech colleges--and the CACTUS ID, the tech college ID.

What does it look like?

Core Code	UTech Core Code	Course Nane
36-01-00-00-190	36-01-00-11-090	Nurse Assistant (CNA)
40-04-00-00-040	40-04-00-11-040	Petroleum Technology
36-01-00-00-210	36-01-00-11-210	Pharmacy Technician
	36-01-00-11-305	Phlebotomy Technician
	30-10-00-11-201	Pipe Welding Processes
38-01-00-00-241	38-01-00-11-241	Plastic Injection Molding
40-08-00-00-100	40-08-00-11-100	Plumbing 1
40-08-00-00-105	40-08-00-11-105	Plumbing 2

Why?

- Clarifies where courses are taught
- Correct alignment to USBE core code/CTE course strands and standards
- Creates UTech only codes
- Accuracy of CTE Add-on Funding

Attached only to the UTech LEA Number, School Number, and CACTUS ID

| New 11 Courses must have a where taught of	LEA Nbr	School Nbr	CACTUSID
Bridgerland Technical College	45	045	218966
Davis Technical College	48	048	218968
Dixie Technical College	65	065	229659
Mountainland Technical College	61	061	218972
Ogden-Weber Technical College	44	044	218965
Southwest Technical College	62	062	218976
Tooele Technical College	64	064	218978
Uintah Basin Technical College	47	047	218967

Questions?

- Jeffrey.McDonald@schools.utah.gov
- Jonathan.Frey@schools.utah.gov
- Wendi.Morton@schools.utah.gov

USBE DATA GATEWAY

CTE DATA QUALITY
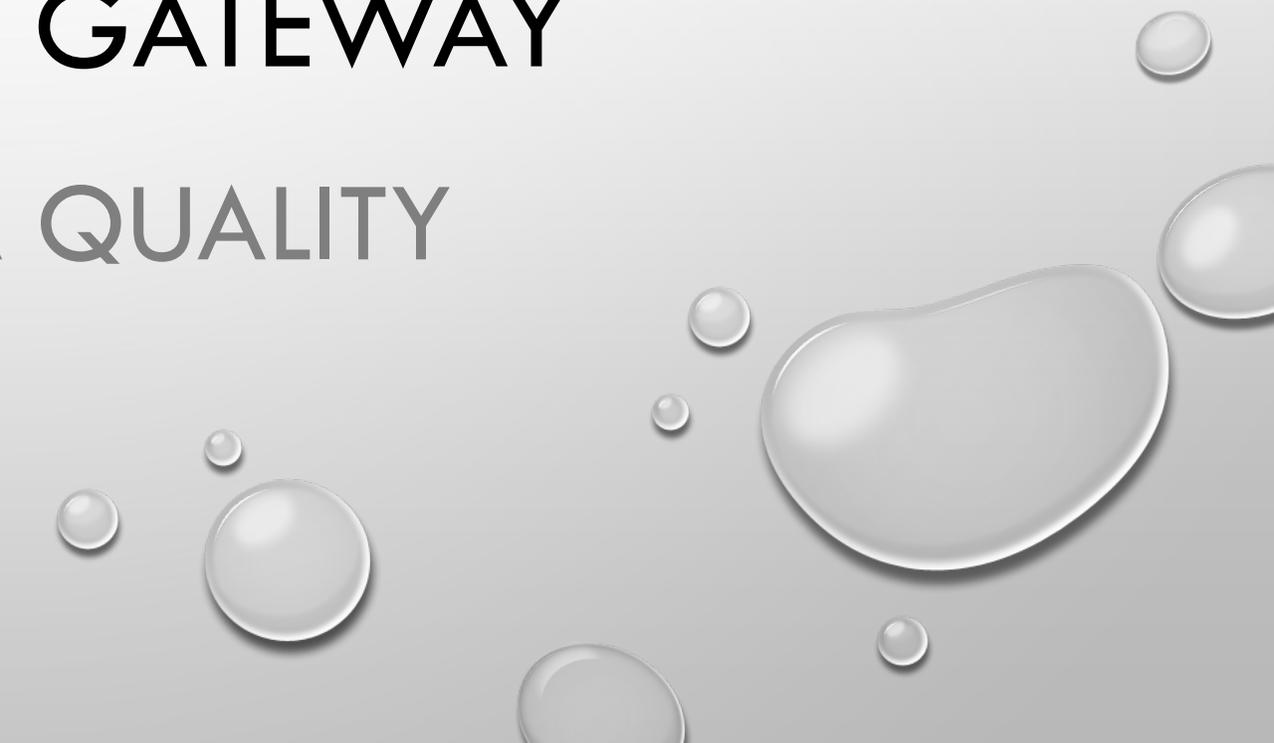
PURPOSE

- Used to help LEAs clean CTE course and educator data before the CACTUS rollover, so that CTE course enrollment, CTE course membership, and CTE ADM numbers are correct.

- CTE ADM is used to determine add-on funding.

USER INTERFACE

VALIDATION RULES

1. PERSON'S CTE ASSIGNMENT (CORE CODE) DOESN'T EXIST IN CACTUS FOR SCHOOL YEAR {YYYY}

2. REPORTING DISTRICT AND SCHOOL COMBINATION ARE NOT IN THE SCHOOL DAYS TABLE

3. 11-DIGIT CORE CODE IS NOT CTE

4. *CIP CODE NOT FOUND FOR THIS FISCAL YEAR*

   (RETIRED IN 2016--CIP NO LONGER USED AT COURSE LEVEL, BUT INSTEAD AT THE CTE PATHWAY LEVEL.)

5. PERSON DOES NOT HAVE CTE ASSIGNMENT IN CACTUS FOR SCHOOL YEAR {YYYY}

6. REPORTING DISTRICT AND SCHOOL ARE NOT FOUND

7. TAUGHT DISTRICT AND SCHOOL ARE NOT FOUND

8. TAUGHT DISTRICT AND SCHOOL COMBINATION ARE NOT IN THE SCHOOL DAYS TABLE

9. MEMBERSHIP EXCEEDS THE MAXIMUM POSSIBLE

10. PERSON'S CTE ASSIGNMENT IS NOT USBE QUALIFIED IN CACTUS FOR SCHOOL YEAR {YYYY}

ERROR #1

- ERROR #1: PERSON'S CTE ASSIGNMENT (CORE CODE) DOESN'T EXIST IN CACTUS FOR SCHOOL YEAR {YYYY}

- RESOLUTION: CHECK WITH CACTUS TO SEE IF THE EDUCATOR HAS THE APPROPRIATE CTE ASSIGNMENT.

ERROR #2

- ERROR #2: REPORTING DISTRICT AND SCHOOL COMBINATION ARE NOT IN THE SCHOOL DAYS TABLE

- RESOLUTION: CHECK WITH USBE CTE TO SEE IF THE REPORTING DISTRICT AND SCHOOL ARE NOT IN THE SCHOOL DAYS TABLE. IF YES, THEN CHECK THAT THEY ARE CODED PROPERLY IN YOUR STUDENT INFORMATION SYSTEM.

ERROR #3

- ERROR #3: 11-DIGIT CORE CODE IS NOT CTE

- RESOLUTION: CHECK WITH USBE CTE TO SEE IF ALL NEW CODES HAVE BEEN ADDED TO PATI. IF YES, THEN CHECK THAT THEY ARE CODED PROPERLY IN YOUR STUDENT INFORMATION SYSTEM—CROSS-CHECK AGAINST CACTUS.

ERROR #5

- ERROR #5: PERSON DOES NOT HAVE CTE ASSIGNMENT IN CACTUS FOR SCHOOL YEAR {YYYY}

- RESOLUTION: CHECK WITH CACTUS TO SEE IF THE EDUCATOR HAS **ANY** APPROPRIATE CTE ASSIGNMENT.

ERROR #6

- ERROR #6: REPORTING DISTRICT AND SCHOOL ARE NOT FOUND

- RESOLUTION: CHECK THAT THE REPORTING DISTRICT AND SCHOOL ARE VALID. ERROR MEANS THEY DON'T EVEN EXIST IN CACTUS.

ERROR #7

- ERROR #7: TAUGHT DISTRICT AND SCHOOL ARE NOT FOUND

- RESOLUTION: CHECK THAT THE TAUGHT DISTRICT AND SCHOOL ARE VALID. ERROR MEANS THEY DON'T EVEN EXIST IN CACTUS.

ERROR #8

- ERROR #8: TAUGHT DISTRICT AND SCHOOL COMBINATION ARE NOT IN THE SCHOOL DAYS TABLE

- RESOLUTION: CHECK WITH USBE CTE TO SEE IF THE TAUGHT DISTRICT AND SCHOOL ARE NOT IN THE SCHOOL DAYS TABLE. IF YES, THEN CHECK THAT THEY ARE CODED PROPERLY IN YOUR STUDENT INFORMATION SYSTEM.

ERROR #9

- ERROR #9: MEMBERSHIP EXCEEDS THE MAXIMUM POSSIBLE

- RESOLUTION: CHECK THAT YOU ARE REPORTING MEMBERSHIP CORRECTLY IN YOUR STUDENT INFORMATION SYSTEM. ERROR MEANS THAT COURSE MEMBERSHIP EXCEEDS NUMBER OF ENROLLED STUDENTS * 180 DAYS (TYPICAL NUMBER OF DAYS IN A SCHOOL YEAR).

ERROR #10

- ERROR #10: PERSON'S CTE ASSIGNMENT IS NOT USBE QUALIFIED IN CACTUS FOR SCHOOL YEAR {YYYY}

- RESOLUTION: CHECK WITH CACTUS TO SEE WHY THE EDUCATOR HAS AN APPROPRIATE CTE ASSIGNMENT, BUT IS NOT USBE QUALIFIED.

SSID

APRIL 25, 2019

WHAT IS SSID?

- State Student Identification System

- Provides a unique identifier for every Utah student

WHY IS SSID IMPORTANT?

- Unique identifier follows a student through their academic career in Utah
- Used to identify each individual student in all USBE systems
- Tracks the student's progress and enrollment
  - Grades
  - Attendance
  - Special Education
  - Vital statistics
- Tracks financial reimbursements

CHALLENGES WITH SSID?

- Duplicates

- Incorrect Retrievals

- Merges

- Training

DUPLICATES

Causes

- Misspelled Names

- Transposed Birth Dates

- Incorrect separation on Names (First, Middle, Last)

- Assumptions

- Creating a new one to test

Effects

- Multiple SSIDs for one student

- Student data integrity

- Ramifications for student's future

- Incorrect reporting

- Negative funding
  - Drop out rates
  - Shared students
    - Dual enrollment counts
    - Special Education funding

INCORRECT RETRIEVALS

Causes

- Assumptions
- Changing Primary Attributes to match
- Hurried Retrievals

Effects

- Dual Enrollment
- Student data integrity
- Ramifications for student's future
- Incorrect Reporting
- Negative funding
  - Drop out rates
  - Shared students
    - Dual enrollment counts
    - Special Education funding

MERGES

Causes

- Creation of an SSID when one already exists
  - Misspelled Names
  - Transposed Birth Dates
  - Incorrect separation on Names (First, Middle, Last)
  - Assumptions
  - Changing Primary Attributes to match
  - Creating a new one to test

Effects

- **Incorrect Merges!**
  - **Dual enrollment issues**
  - **Student data integrity**
  - **Ramifications for student's future**
- Incorrect reporting
- Negative funding
  - Drop out rates
  - Shared students
    - Dual enrollment counts
    - Special Education funding

REMEMBER:

- **When enrolling a student:**
  - Contact the previously attended school, when the student does not match exactly
    - Previous School information is found in the Student History in the SSID application
  - **Do not** retrieve a student that is not a perfect match without verifying with the previous school(s)
  - Only retrieve the student when the correct student is positively identified
- **Do not ignore match verification requests**
- **Only create a new SSID number when its verified:**
  - That the student is new to the State of Utah
  - Has not been enrolled in another State of Utah School and does not have another SSID

TRAINING

- New employee training (LEA Level)

- USBE training offered online

  - Recorded training https://www.youtube.com/watch?v=Ny5VrwCZzh8

  - One-on-One training

- USBE in person training (upon request)

- USBE is offering Quarterly training

SSID Help Line
(801)538-7800

SSIDHelp@schools.utah.gov

TSSP

Dates To Be Aware Of: SY 2018-19

April 30th – Last day to submit an application

May 31st – Deadline for ALL data corrections in CACTUS and appeal submissions.

June 1-8 – LEA Approval window for ALL applications

June 9–12 – USBE Approval window

July 31st – Monthly Allotment Memo with final funding allocations for 2019 Program Year.

Help

TSSP Website: https://tssp.schools.utah.gov/.

Questions: Jane Conway; TSSP Program Specialist & Licensure Audit Program Specialist

Documentation for Exit Status (grade levels 9 – 12)

Auditor's Responsibility

&

LEA's Documentation Requirements

https://auditor.utah.gov/local-government-2/publications/publications-for-local-government/

TRANSFER STUDENT DOCUMENTATION

6. Obtain a copy of the Year End Transfer Student List from UTREx (see Chapter 2, Appendix 1, Sample 4 for an example of this report), which contains students, organized by school, who were:

a. enrolled in grades 9 through 12; but
b. not enrolled on the last day of the school year; and
c. classified by the LEA as:
    *   TC – transferred out of the country
    *   TH – transferred to home schooling
    *   CH – transferred from charter to home school
    *   TO – transferred out of the state
    *   TP – transferred to a private school
    *   UN – unknown
    *   WD – withdrawn
    *   WM – withdrawn medical
    *   DE – death

"2018 Guide for AUP for LEAsCBOs" (pages 10-12)

Auditor's Agreed-Upon Procedures

- From the Year End Transfer Student List, <u>select 20%</u> of transfer students meeting the criteria

- For each transfer student selected, determine whether official written documentation exists to support the LEA's recorded exit code.

For each transfer student selected, determine whether official written documentation exists to support the LEA's recorded exit code.

- <u>Criteria for Official Written Documentation</u>: Official written documentation that a student transferred out may include several different types of documentation, such as a request for records from the receiving high school; an approved application for home schooling or distance education; evidence of a transfer that is recorded in a State's data system; or a letter from an official in the receiving school acknowledging the student's enrollment. Documentation must be in writing rather than a telephone conversation or other verbal communication with a parent, relative, or neighbor so that the transfer can be verified through audits or monitoring.

Students Out of Country:

- "With respect to students who ... have emigrated to another country, the ... LEA also must confirm this fact in writing but need not obtain official documentation. For example, written confirmation of a student who has emigrated might include a school administrator's memo to the student's file, based on a phone conversation with a parent, stating that the student is leaving the country." Students who have moved to another country either temporarily (such as a foreign exchange student) or permanently must have written documentation.

Deceased Students

- "A school or LEA must have written confirmation that a student is deceased before removing the student from the school. A letter from a parent or an obituary is sufficient documentation. Official written documentation of a student's death, such as a death certificate, is not necessary."

Home Schooling

- Normally, a situation in which a student leaves a charter school for home schooling should be handled in this way: The charter school exits the student as a transfer to another LEA within the state (TS), notifies the other LEA in which the student resides of the student's change in enrollment status, provides the other LEA with the student's records and parental contact information, and urges the parent to submit to the other LEA the "signed affidavit" required by UCA 53G-6-202. In turn, the other LEA enrolls the student, follows up with the parent to obtain the affidavit, and, finally exits the student to home schooling (TH). In this case, the independent accountant engaged by the charter school should contact the other LEA to verify that a signed affidavit is on file.

- In cases where an affidavit is not on file, the charter school may have exited the student directly to home schooling, and may choose to use the transfer code 'CH' for transferred from Charter to Home School. Charters must verify the student has registered as a home school student with their district of residence and should be able to produce written evidence of a good faith effort to do its part in properly accounting for the student.

Student Data Privacy

Data Conference

April 25, 2019

SB 164

Requirements

- USBE will share student data of students with autism to the Utah Registry of Autism and Developmental Disorders (URADD)
- At least 30 days prior to sharing with URADD, LEAs will send notice to parents informing of them of their right to opt out
- USBE will honor opt outs and share data set with URADD

URADD Mad Libs

- USBE will work with URADD to create content of the notice
- On ___(date)___, USBE will generate data set from __(Oct, Dec, or July?)__ UTREx and send to ___(LEA employee)___ via MOVEit
- ___(LEA employee)___ will send notices to parents
- USBE will collect and note opt outs from parents
- 30 days later, USBE will send data set to URADD

Help us think through this

- Who at the LEA would make sure the notice was sent?

- What complications are there for each UTREx data set? (We were thinking of pulling the data based on either October or December UTREx)

Other thoughts? Concerns?

- We've talked a lot about data quality and exchanges today.
- Do you have any privacy/security concerns with anything you've heard today?