

# Data Conference

## April 2020

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ADA Compliant Date: April 27, 2020

# Agenda

- A. *CRDC - Civil Rights Data Collection*
- B. *Legislative Review*
- C. Collect Absences requirement
- D. Board change to ADM
- E. Parent Rights
- F. Grading
- G. *Opening and closing dates*
- H. *Important information about the FAFSA & COVID-19*
- I. *CTE changes with Perkins V*
- J. *Graduation Rate Data*
- K. *Year End data Reviews and training*
- L. *Incident Data*

# Tentative 2019–20 CRDC Schedule



- July 2020 – Partner Support Center opens for technical assistance
- September 2020 – Advanced Website available
- January 2021 – Data submission period begins (scheduled to close minimum of 75 days after it opens)
- July 2021 – Post-collection data quality reviews begin
- 2022 – Data release

## CRDC links:

- <https://www2.ed.gov/about/offices/list/ocr/data.html?src=rt>
- <https://www2.ed.gov/about/offices/list/ocr/docs/20190725-crdc-overview-and-data-quality.pdf>



# 2020 Legislative Update

[https://schools.utah.gov  
/file/b59a4da8-4be8-  
4501-b3a2-  
0b5a10799906](https://schools.utah.gov/file/b59a4da8-4be8-4501-b3a2-0b5a10799906)

# HB 14 – School Absenteeism and Truancy Amendments

## Summary

- Defines the terms absence, or absent, the school day, school age child, truant, valid excuse, changes ages to appropriate grade level. Limits the conditions under which an LEA can impose penalties for a child who is truant, and limits truancy to one per day. Requires LEAs to annually report on absences with a valid excuse and absences without a valid excuse separately.
- Update R277-607
  - Update UTREX

## Data Elements

- Option 1: Three elements
  - Full Day only (Half a day or longer)
    - Number of “Absence with valid excuse”
    - Number of “Absence without valid excuse”
    - Number of Suspension or expulsion
- Option 2: Six elements
  - Full Day (More than half day)
    - Number of “Absence with valid excuse”
    - Number of “Absence without valid excuse”
    - Number of Suspension or expulsion
  - Less than Half Day
    - Number of “Absence with valid excuse”
    - Number of “Absence without valid excuse”
    - Number of Suspension or expulsion

## HB 58 – Electronic Cigarettes in Schools Amendments

### Summary

- Amends provisions relating to the offense of underage purchase and possession of electronic cigarette products.

### Requirements

- Requires schools to create a positive behavior plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and controlled substances and provides a stipend for a specialist to administer the positive behavior plan.

# HB 67 – Local Education Agency Financial Information Systems

## Summary

- Requires the state board to make rules related to requirements for an LEA's financial information system including amendments to the requirements for an LEA's data systems.

## Action

- USBE will create rules to establish funding distribution and requires capabilities for an LEA financial information system.

# HB 80 – School Fees Data Collection

## Summary

- Requires a local education agency to measure and collect data related to certain fees the LEA charges or waives and report the data to the State Board of Education. Requires the State Board of Education to report the data to the Education Interim Committee.

## • Data

- Collected through Qualtrics Survey

# HB 99 – Enhanced Kindergarten Amendments

## Summary

- Amends provisions regarding funding for enhanced kindergarten early intervention programs to require LEAs to report to the state board the results of the kindergarten entry and exit assessments for an LEA to receive continued funding distributions. Moves a requirement for kindergarten entry and exit assessments between programs and repeals an expiring kindergarten program.

## • Note:

- KEEP administration is automatically stored by USBE.

## HB 107 – Effective Teachers in High Poverty Schools Incentive Program Amendments

### Summary

- Amends the definition of eligible teacher to allow teachers of grade 1 through grade 3 to become eligible for the Effective Teachers in High Poverty Schools Incentive Program.
- Increases the amount of the annual salary bonus from \$5,000 to \$7,000 and guarantees the portion of the annual salary bonus paid to an eligible teacher by the state board.

# HB 114 – Early Learning Training and Assessment Amendments

## Summary

- Requires USBE to make rules regarding, and requires LEAs, to establish an early learning plan that includes early literacy and early mathematics components. Requires an LEA to select a mathematics benchmark assessment that the LEA will administer in certain grades. Requires USBE to administer a grant for professional learning and job-embedded coaching support for elementary educators and a grant for license applicants taking a certain examination.

## Data

- Early Numeracy Assessment

# HB 222 – Start Smart Utah Breakfast Program

## Summary

- Requires all schools that participate in the National School Lunch Program to also participate in the School Breakfast Program.
- Requires, over a three-year phase in, schools with 30 percent or more of their population on free and reduced lunch to provide breakfast after the instructional day has begun.

## Data

- Check for Schools with 30% or more with free or reduced lunch percentage.

# HB 304 – Citizen Feedback Program

## Summary

- Allows each executive branch agency to gather feedback from members of the public to assess the quality of service the agency provides and identify areas for improvement; addresses the permissible methods for gathering the public feedback; and provides for annual reporting of any public feedback.

# HB 334 – Civics Education Amendments

## Summary

- Creates a civics engagement pilot grant program for LEAs. Requires the state board to make rules to create a civics engagement project that complies with core standards for Utah public education for social studies and prepares students for lifelong civic motivation and participation through applied learning of civics content.

## Data

- Requires participating LEAs to submit a report to the state board at the end of the pilot program.

# HB 336 – Concurrent Enrollment Certificate Pilot Program

## Summary

- Creates a concurrent enrollment pilot program with three levels of certificates that can be earned by a student in a secondary setting.
- The certificates are used to satisfy general education requirements at the eight-public institution of higher education in the state. Provides funding for up to eight LEAs to pilot the program.

# HB 376 – Dropout Prevention Amendments

## Summary

- Provides additional exceptions to the requirement for certain schools to enter into a third-party contract for dropout prevention services.
- The additional exceptions include "special schools" as defined by federal code, schools with a small population, and schools with a three-year average graduation rate that meets or exceeds the state average graduation rate for the past three years

## Data

- Three-year average graduation rate calculations

# HB 391 – School Textbook Fee Amendments

## Summary

- Amends the definition of textbook, defines related terms, and expands the costs and materials provided by a school for which a fee may not be charged to students.

# HB 392 – Early Warning Program Amendments

## Summary

- Reauthorizes the student intervention early warning pilot program. The statutory language for the program sunset July 1, 2019. Provides for an early warning system digital program with certain standards and functionality.
- Directs the board to provide the early warning system digital program to a local education agency.
- Requires an LEA to pay half the cost of a digital program and report to the board on the effectiveness of a digital program and recommendations for enhancement of the online

## Data

- Report to the board on the effectiveness of the digital program.

# HB 409 – Concurrent Enrollment Amendments

## Summary

- Requires the State Board of Regents, after consulting with the state board, to annually approve a prioritized list of upper division courses for which an institution of higher education may use concurrent enrollment money.
- Amends the formula for increasing funding for concurrent enrollment based on increases in concurrent enrollment participation instead of growth in students in kindergarten through grade 12 over the previous school year.

# SB 21 – Education Amendments

## Summary

- Removes language requiring a teacher to submit an annual application for a salary supplement. Removes a requirement in the Educational Improvement Opportunities Outside of the Regular School Day Grant Program that matching funds be private.
- Amends a definition regarding a waiver of immunity related to sexual battery and sexual assault against a student under certain conditions.
- Amends the definition of instructional materials to be consistent with modern technology used in classrooms.

# SB 73 – Reading Assessment Expansion Amendments

## Summary

- Expands the grades in which a school administers a benchmark assessment for reading to include grades 4 through 6.

## Data

- Acadience (*DIBELS*) expansion up to 6<sup>th</sup> grade.

# SB 79 – Regional Education Service Agencies

## Summary

- Provides that the Division of Child and Family Services (DCFS) may share reports related to child abuse and neglect with a local education agency for certain purposes.
- Prior statutory language specifically stated school district whereas now it states local education agency, so charter schools are explicitly included.

# SB 99 – School Leadership Development Amendments

## Summary

- Provides for the State Board of Education to award grants to qualifying local education agencies and regional education service agencies to use for mentorship and training activities for principals, including new principals hired by a local education agency within three years and aspiring principals.

## Note

- *Funding may be removed because of economic downturn due to the Coronavirus epidemic.*

# SB 119 – School Accountability Amendments

## Summary

- Provides that for the 2018-2019 and 2019-2020 school years, the State Board of Education is not required to assign to each school an overall rating using an A through F letter grading scale.

# SB 166 – Student Data Privacy Amendments

## Summary

- Requires law enforcement to provide and validate information necessary for the state board to complete a required report on incidents that occur on school grounds.
- Extends the deadline for the School Disciplinary and Law Enforcement Action Report.
- Clarifies requirements regarding the content of privacy notices.
- Exempts schools from certain contractual provisions related to sharing directory information if the directory information is shared in accordance with federal law.
- Binds other government agencies that contract on behalf of education entities to the same requirements as education entities. Clarifies that education entities may obtain written authorization to waive a provision of a contract with a third-party contractor related to a student's student data.
- Requires information related to suspension or expulsion to appear in a student's cumulative folder.

## Notes

- By July 2023 – State Board to report on certain incidents that occur on school grounds. The report shall annually report incidents that occur on school grounds while school is in session or during a school-sponsored activity:
  - arrests of a minor;
  - other law enforcement activities; and
  - disciplinary actions.

# SCHOOL ABSENTEEISM AND TRUANCY AMENDMENTS

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2020 GENERAL SESSION

[House Bill 14](#)

# Key Provisions

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- Which absences are considered in determining if a minor is truant;
- Ages and grade levels to which the provisions apply;
- Conditions under which truancy penalties may be imposed;
- LEA reporting requirements;
- And more... please take time to review the full bill.

# Changes to Truancy Definition

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- The definition of truant is updated as follows:
- 74 (7) (a) "Truant" means [absent without a valid excuse.] a  
75 condition in which a  
76 school-age child, without a valid excuse, and subject to  
77 Subsection (7)(b), is absent for at least:  
78 (i) half of the school day; or  
79 (ii) if the school-age child is enrolled in a learner verified  
program, as that term is  
defined by the state board, the relevant amount of time under  
the LEA's policy regarding the  
LEA's continuing enrollment measure as it relates to truancy.

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# Definition of “School-age child”

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- Truancy applies to all any school age child
- 6) "School-age child" means a minor who:
  - 72 (a) is at least six years old but younger than 18 years old; and
  - 73 (b) is not emancipated.

# Changes to Definition of "Valid Excuse"

85 (9) (a) "Valid excuse" means:  
86 ~~[(a)]~~ (i) an illness, which may be either mental or physical;  
87 ~~[(b)]~~ (ii) a family death;  
88 ~~[(c)]~~ (iii) an approved school activity;  
89 ~~[(d)]~~ (iv) an absence permitted by a school-age ~~[minor's]~~ child's:  
90 ~~[(i)]~~ (A) individualized education program ~~[, developed pursuant to the Individuals with~~  
91 ~~Disabilities Education Improvement Act of 2004, as amended]; or~~  
92 ~~[(ii)]~~ (B) Section 504 accommodation plan ~~[, developed pursuant to Section 504 of the~~  
93 ~~Rehabilitation Act of 1973, as amended; or]~~;  
94 (v) an absence permitted in accordance with Subsection 53G-6-803(5); or  
95 ~~[(e)]~~ (vi) any other excuse established as valid by a local school board, charter school  
96 governing board, or school district.  
97 (b) "Valid excuse" does not mean a parent acknowledgment of an absence for a reason  
98 other than a reason described in Subsections (9)(a)(i) through (vi), unless specifically  
99 permitted  
by the local school board, charter school governing board, or school district under  
Subsection  
100 (9)(a)(vi).

# Changes to Data Collection

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- What we have:
  - Aggregate Days in Membership
  - Aggregate Days Attended
- What we need (option 1):
  - Minimum of three new fields to collect aggregate number of absences that meet the definition of truant, in three categories:
    1. Excused
    2. Unexcused
    3. Due to suspension

# Question to LEAs

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- Is there any value to LEAs to collect comprehensive absences data (option 2)?
  - Three new fields to collect aggregate number of absences that meet the definition of truant, in three categories:
    1. Excused
    2. Unexcused
    3. Due to suspension
  - Plus three more new fields to collect aggregate number of absences that do not meet the definition of truant, in three categories:
    4. Excused
    5. Unexcused
    6. Due to suspension

# Parental Rights



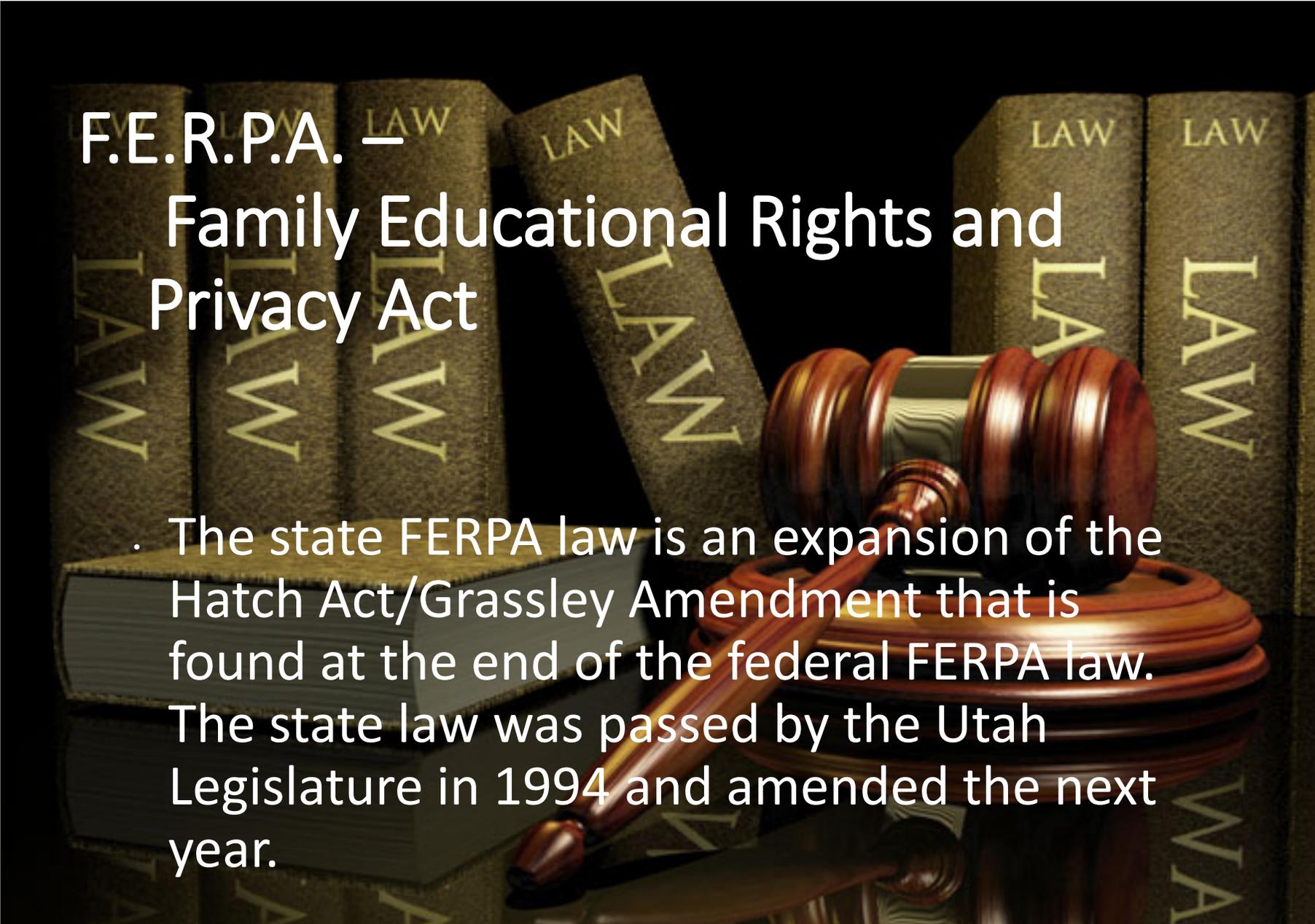
# What do LEAs do?

## FEDERAL F.E.R.P.A.

20 U.S.C. Section 1232g and  
34 C.F.R. Part 99

- *What is the purpose of this law?*

The purpose is to assure parents of access to their students' education **records** and to protect such individuals' rights to privacy by limiting the availability of student records without parental consent.



F.E.R.P.A. —

## Family Educational Rights and Privacy Act

- The state FERPA law is an expansion of the Hatch Act/Grassley Amendment that is found at the end of the federal FERPA law. The state law was passed by the Utah Legislature in 1994 and amended the next year.

# What are the parental rights established by F.E.R.P.A.?

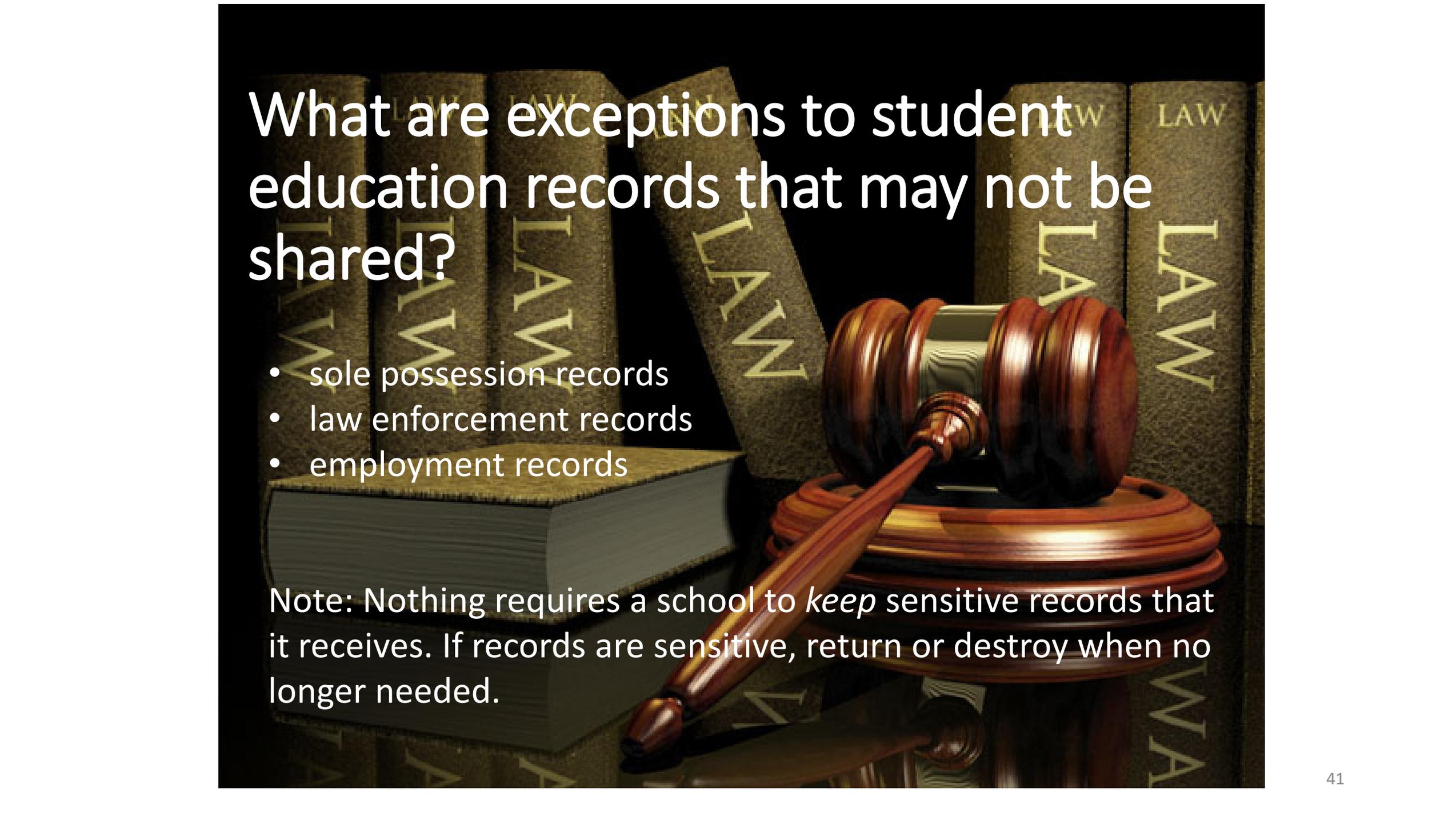
There are three general rights:

- (1) the right to inspect and review the education records relating to the student maintained by the schools the child attends or has attended;
- (2) the right to challenge and require the school to amend an education record concerning the student that is inaccurate, misleading or otherwise in violation of the students' privacy rights; and
- (3) the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.

# What are education records



- Usually defined as “. . .those records, files, documents, and other materials which. . .contain information directly related to a student; and. . .
- are maintained by an educational agency or institution. . .” If the student information is maintained by the school, it does not matter if it is maintained by the counselor, the classroom teacher, the principal in a special file at his desk or in the student’s official student file. Absent unusual circumstances, student records probably **do not include** notes taken or kept in an educator’s personal calendar or daytimer.



# What are exceptions to student education records that may not be shared?

- sole possession records
- law enforcement records
- employment records

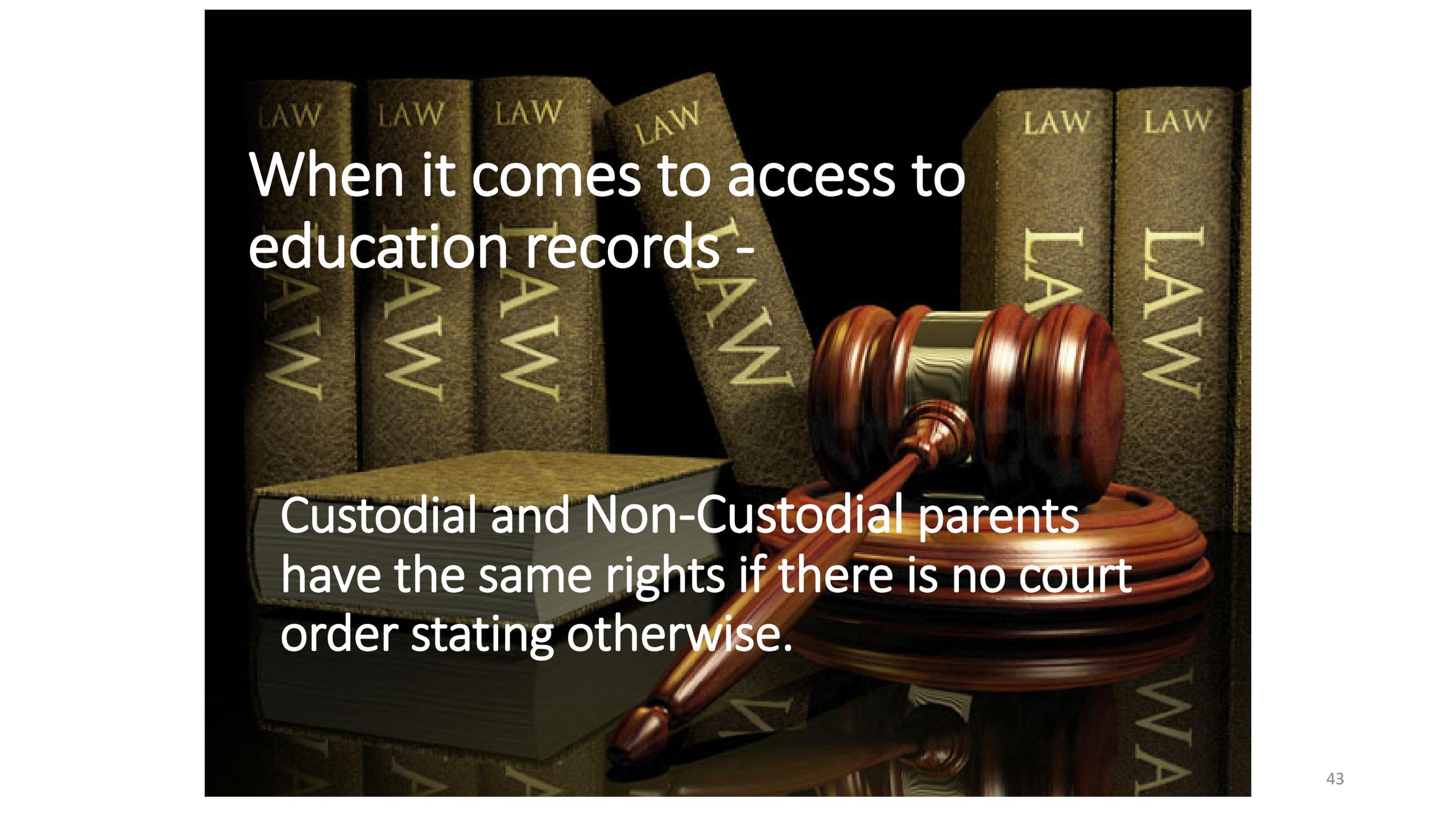
Note: Nothing requires a school to *keep* sensitive records that it receives. If records are sensitive, return or destroy when no longer needed.



# What rights do 'non-custodial' parents have regarding their students' records?

Make sure all school secretaries and office personnel understand –

Non-custodial parents have the right to review their students' records *unless* the school is presented with a court order that precludes the noncustodial parent from accessing their student's records.

A wooden gavel with a silver metal head and a dark wood handle rests on a stack of several books. The spines of the books are dark brown and have the word 'LAW' written vertically in gold lettering. The scene is lit from the side, creating strong highlights and deep shadows.

When it comes to access to  
education records -

Custodial and Non-Custodial parents  
have the same rights if there is no court  
order stating otherwise.



# How can 'non-custodial' parents get access to students' records?

Any parent may ask the school for the opportunity to review records, either by going to where the records are kept or by requesting copies.

The school may ask the parent for some identification.



More and Complete information can  
be found ...

On the USBE website:

<https://schools.utah.gov/file/60b2de7f-7858-40b9-ad0c-b5f09167f4bc>

Or contact your schools' law representative.  
Make sure ALL your secretaries and office personnel  
understand F.E.R.P.A. rules.

A collection of law books and a wooden gavel on a reflective surface. The books are dark brown with the word 'LAW' embossed on their spines. One book is lying flat in the foreground, while others are standing upright. A wooden gavel with a polished handle and a rounded head rests on a wooden block in the foreground. The scene is lit from the side, creating strong highlights and deep shadows on the reflective surface.

**Please be aware**

A collection of law books with "LAW" written on their spines, arranged in a row. A wooden gavel with a handle and a head rests on a wooden sound block in the foreground. The scene is lit with dramatic, low-key lighting, creating strong highlights and deep shadows.

Protect your LEA by being informed  
of the laws...

Protect all parent / guardian rights by  
being informed of the laws...



# Course Grades



# Grades and Concurrent Enrollment

- ▶ What are the implications of various grades for concurrent enrollment courses?
  - ▶ Pass/Fail (P/F)
  - ▶ No Grade (N/NG)
  - ▶ Incomplete (I)
- ▶ If a student withdraws from their concurrent enrollment course what should the LEA report in the course record?
  - ▶ Grade earned:
  - ▶ Credits attempted/credits earned:
  - ▶ If the student continues the course but withdraws from the college the core code should be adjusted. Use the non 13 core-code



# Grades and Accountability

- ▶ What are the implications of various grades for accountability (advanced course taking)
  - ▶ Pass/Fail (P/F)
  - ▶ No Grade (N/NG)
  - ▶ Incomplete (I)



# Grades and Incomplete Courses

- ▶ We can add 'i' as a valid value for courses that are incomplete at year-end.
  - ▶ Would take approximately 2 weeks to modify UTREx to allow this value.
  - ▶ If a student has an 'i' in the finalized year-end data it will be treated as 'fail'.
  - ▶ There is no way of updating this data once we roll over to the 2021 school year.
- ▶ If the course is incomplete at year-end, another option is that LEAs can report the course as No Grade (N/NG).
  - ▶ If a student has N/NG in the finalized year-end data it will be excluded from accountability.



# CACTUS Updates



# Schools Closing and Opening

School Name	district_nbr	school_nbr	date_opened
Silverlake Elementary	1	152	Opening 7/1/2020
Sunburst School	7	171	Opening 7/1/2020
Launch High	13	716	Opening 7/1/2020
Hidden Valley Middle	14	421	Opening 7/1/2020
New West Jordan School	14	137	Opening 7/1/2020
Mt. Nebo Middle	19	345	Opening 7/1/2020
Valley View Middle	19	380	Opening 7/1/2020
Advantage Arts Academy	1M	100	Opening 7/1/2020
Bridge Elementary School	3M	100	Opening 7/1/2020
Mountain Sunrise Academy	4M	100	Opening 7/1/2020
Monticello Academy West Point	7C	105	Opening 7/1/2020
Academy of Computers and Engineering	A9	720	Opening 7/1/2020
Scera Park	1	158	Closing
Mt. Nebo Junior High	19	408	Closing
Capstone Classical Academy	9L	300	Closing



# FAFSA and COVID (USHE)

In response to the COVID pandemic, USHE institutions are offering students, including concurrent enrollment students, the option to select P/F or CR/NC grades as well as late withdrawal from Spring 2020 courses. LEAs may have questions about how withdrawals may impact financial aid eligibility. Thanks to Katie Mazzie, UHEAA Manager of Outreach and Scholarships, for providing the following guidance.

If a student withdraws from a Concurrent Enrollment class during COVID-19, this *may or may not* render them ineligible for federal financial aid when they enroll as an undergraduate student (depending on how many other college credits they have attempted and completed, also known as Satisfactory Academic Progress/[SAP](#)).

During this pandemic, colleges have been [granted greater flexibility](#) in granting SAP appeals. UHEAA recently spoke with Utah college's financial aid directors about this issue. They instruct that, if a senior withdraws from one or more Concurrent Enrollment courses during this time, they should contact the financial aid office at the college or university where they plan to enroll as a freshman to:

Check if the withdrawal(s) will drop them below their school's SAP threshold and therefore render them ineligible for financial aid, and;

complete an SAP appeal if the withdrawal did render them ineligible.

*PERKINS V  
ACCOUNTABILITY*

# *Perkins V: Definitions*

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- CTE Participant: A CTE participant is defined as an individual at either the secondary or postsecondary level who completes at least one CTE course in a CTE program or program of study.
  - Concentrator (secondary): At the secondary level, a concentrator is defined as a student who completes at least two courses in a single program or program of study, including at least one concentrator course. (Differs significantly from Perkins IV, which used credits earned—usually 1.5, including at least one foundation course. School Accountability Readiness Coursework business rules, scripts, etc. will have to be changed also. Secondary completers still use 3.0+ credits earned, including at least one concentrator course.)
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# *Perkins IV: Secondary Definitions (for comparison)*

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- Participants = a secondary student who has earned one or more semester credits in any CTE program area, grades 9-12.
- Concentrators = a secondary student who has completed at least one-half the credits (1.5 credits) in a single CTE program of study, including at least one of the foundation courses, grades 9-12.
- Completers = a secondary student who has completed 3.0 credits in a single CTE program of study, including at least one of the foundation courses, grades 9-12.

# *Perkins V: Reporting Categories*

- Perkins DB fields (secondary)
    - Gender
    - Ethnicity
    - Disabled
    - Economically disadvantaged
    - LEP
    - Single parent (don't collect in secondary)
    - Migrant
    - Non-traditional CTE student (male concentrators in programs of study which lead to traditionally female occupations; female concentrators in programs of study which lead to traditionally male occupations.)
    - (NEW) – Youth in or aged-out of foster care (in UTREx?)
    - (NEW) - Child of active military parent (in UTREx)
    - (NEW) – Homeless (in UTREx)
    - (NEW) – Out-of-work individuals (?)
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# *Perkins V: Performance Indicators*

## Indicators of Performance

Under Perkins V, states are required to report annually on the following core indicators of performance. States are also required to report disaggregated data on the performance of students by race, ethnicity, gender, and [special population categories](#).

- Core Indicators of Performance - Perkins V, Secondary Level:
  - 1S1: Four-Year Graduation Rate
  - 1S2: Extended Graduation Rate
  - 2S1: Academic Proficiency in Reading/Language Arts
  - 2S2: Academic Proficiency in Mathematics
  - 2S3: Academic Proficiency in Science
  - 3S1: Postsecondary Placement
  - 4S1: Non-traditional Program Enrollment
  - 5S1: Program Quality – Attained Recognized Postsecondary Credential
  - 5S2: Program Quality – Attained Postsecondary Credits
  - 5S3: Program Quality – Participated in Work-Based Learning
  - 5S4: Program Quality – Other
- Core Indicators of Performance - Perkins V, Postsecondary Level:
  - 1P1: Postsecondary Retention and Placement
  - 2P1: Credential, Certificate or Diploma
  - 3P1: Non-traditional Program Enrollment

<https://cte.ed.gov/accountability/core-indicators>

# Perkins V: Secondary Performance Indicators

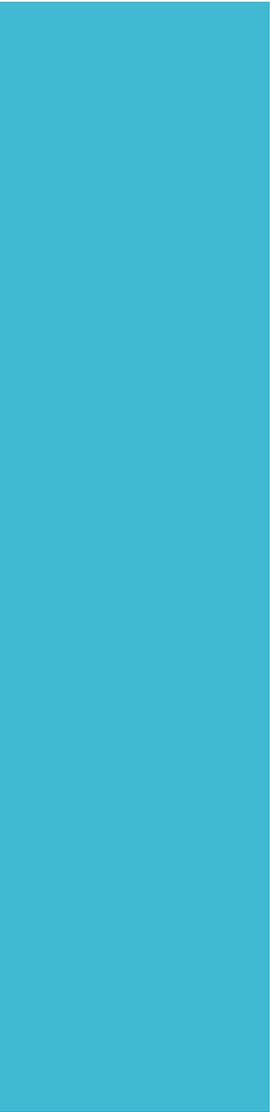
- <https://www.schools.utah.gov/file/bb1f825-037f-48a6-80f5-d00213e7c3fc>

PERKINS V - UTAH State Determined Performance Levels (SDPL) Revised

Updates	PERKINS V - UTAH State Determined Performance Levels (SDPL)	Method
	<b>Secondary Level:</b>	
None	<b>451: Four-Year Graduation Rate</b> Numerator: 12th grade CTE concentrator graduates. Denominator: 12th grade CTE concentrator graduates plus 9th-12th dropout cohort.	FSSA
None	<b>251: Academic Proficiency in Reading/Language Arts</b> Numerator: 10th grade CTE concentrators proficient in LA assessment. Denominator: 10th grade CTE concentrators who took LA assessment.	FSSA
None	<b>252: Academic Proficiency in Mathematics</b> Numerator: 10th grade CTE concentrators proficient in Math assessment. Denominator: 10th grade CTE concentrators who took Math assessment.	FSSA
None	<b>351: Academic Proficiency in Science</b> Numerator: 10th grade CTE concentrators proficient in Science assessment. Denominator: 10th grade CTE concentrators who took Science assessment.	FSSA
None	<b>351: Secondary Placement</b> Numerator: 12th grade CTE concentrator graduates placed. Denominator: 12th grade CTE concentrator graduates.	*Perkins IV definitions with LISRF warehouse data.
None	<b>451: Non-traditional Program Enrollment</b> Numerator: 9th-12th Non-traditional CTE concentrators in Non-traditional Pathways. Denominator: 9th-12th CTE concentrators in Non-traditional Pathways.	Perkins V definitions with LISRF warehouse data.
Definition	<b>551: Program Quality - Participated in Work-Based Learning</b> Numerator: 12th CTE concentrators in any of the two Work-Based Learning courses, (Internship, Apprenticeship). Denominator: 12th CTE concentrators.	Perkins V definitions with LISRF warehouse data.
New 12th grade	<b>554: Program Quality - Attained Secondary Pathway Completion</b> Numerator: 12th grade CTE concentrators who completed (completed). Denominator: 12th grade CTE concentrators.	Perkins V definitions with USBE warehouse data.
Definition	<b>555: Program Quality - Workplace and College Readiness</b> Numerator: 9th-12th grade CTE concentrators who earned credit at "C" grade or better, (a) (CF OR IB OR AP) OR who passed skillset/industry exam in reporting year. Denominator: 9th-12th grade CTE concentrators who enrolled in (CE OR IB OR AP) OR who took skillset/industry exam in reporting year.	Perkins V definitions with USBE warehouse data.
None	<b>None</b>	
	<b>PERKINS V</b>	
	<b>Postsecondary Level:</b>	
No Change	<b>1P1: Postsecondary Retention and Placement</b> Numerator: Postsecondary CTE concentrators who retained or placed. Denominator: Postsecondary CTE concentrators.	Perkins V definitions with data from postsecondary (LISRF and UTech).
No Change	<b>2P1: Credential, Certificate or Diploma</b> Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma. Denominator: Postsecondary CTE concentrators.	Perkins V definitions with data from postsecondary (USHE and UTech).
No Change	<b>3P1: Non-traditional Program Enrollment</b> Numerator: Postsecondary Non-traditional Program CTE concentrators in NI CIPs. (I student in F, non trad CIP or M student in M non trad CIP.) Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non trad CIP.)	Perkins V definitions with data from postsecondary (USHE and UTech).

## What has changed?

1. The previous targets were representative of years 2013-2019. The current data set includes 2016-2019 which aligns with the program and pathway changes that have been implemented in recent years.
2. Program Quality indicator: Work-based learning previously reported students in grades 9-12 and has been changed to students exiting high school in 12th grade.
3. Program Quality indicator: Pathway Completion previously reported students in grades 9-12 and has been changed to students exiting high school in 12th grade.



# Graduation Rates

USBE Data  
Conference  
April 2020



# General Timeline for Graduation Rates

## Graduation Rate Time Line



- This timeline was presented at an LEA data training meeting last fall in October 2019, so the dates may be slightly different for graduation rates this year in 2020.

# Timeline for Graduation Rates 2020

- Most students graduate in May/June (2020 cohort)
- LEAs review data and make updates to high school completion status and exit codes for the 2020 cohort in SIS
  - You can do this until the year end submission deadline (July 7<sup>th</sup>).
  - Once year end data is finalized, you must make changes using S1-X records.
  - S1x records are used to update an exit code or HS completion status code from the previous school year (2019-2020).
- LEAs review and submit year end data by July 7<sup>th</sup> at 5:00pm
  - This includes high school completion status and exit codes for the 2020 cohort.
- USBE will send LEAs a preliminary graduation rate report to review and make changes (end of August)

# Timeline for Graduation Rates 2020 (Part 2)

- New school year starts in August/September (SY 2020-2021)
- Students from the 2020 cohort can finish graduation requirements including summer school coursework up until September 30th
- Historical update requests are due 2 weeks prior to October 1 deadline (September 28<sup>th</sup>)
  - This is for guaranteed updates to data in finalized graduation reports.
- All S1-X record updates for exit codes and HS completion status codes for the past school year (2020 cohort) must be finalized with your October submission (October 10<sup>th</sup> by 5:00pm)
- LEAs preview graduation report before it's published (end of November)
- Official graduation rate report is published (December)

## Reminder for S1-X record updates

- ❑ Regular timeline for graduation updates this school year.
  - ❑ The school closures due to Covid 19 does not affect the normal timeline for graduation rates in 2020.
  - ❑ Students can finish graduation requirements over the summer up until **September 30<sup>th</sup>**.
  - ❑ Status changes after July 7<sup>th</sup> require S1-X record submissions.
- ❑ Some LEAs may expect an increase in seniors with Graduation Pending statuses
  - ❑ We encourage LEAs to continue to update HS completion statuses until finalizing year-end data.
  - ❑ 'GP' codes must be updated by the October deadline (submit S1-X records), or they will be dropouts.
  - ❑ Use the 'GP' code with caution since it is a dropout if not updated, and to avoid having an excessive number of S1-X records to submit.

# Year End Data Review

USBE DATA CONFERENCE  
APRIL 2020



# 2020 Year-End Timeline

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- ❑ LEAs continue to review data and submit daily as the school year finishes.
  - ❑ Make sure to collect all necessary data from the appropriate personnel before they leave school for the summer.
  
- ❑ LEAs review and finalize data in UTREx prior to the year-end submission deadline.
  - ❑ Make sure to have appropriate personnel in the office to finalize on time- someone has to physically press the button as we cannot do it for you.
  - ❑ You can finalize at any point prior to the deadline once the finalize button is active in UTREx.
  - ❑ We strongly encourage all LEAs to have a review done before finalizing.
  - ❑ Please contact Calista when you are ready for a courtesy data review- we will do a review for all LEAs even if you don't request it.
  
- ❑ Courtesy data reviews by USBE Data & Statistics: **June 15<sup>th</sup> - June 19<sup>th</sup>**
  - ❑ If you would like a review done sooner than the dates listed above, please send a request by email.
  - ❑ You can request additional reviews following the initial review, prior to the submission deadline.
  
- ❑ Historical Update requests must be submitted by **Tuesday, June 23<sup>rd</sup> at 5:00pm**
  - ❑ This guarantees that the update will be completed as part of the year end data process.
  
- ❑ Deadline for year-end data submission: **Tuesday, July 7<sup>th</sup> by 5pm**
  - ❑ As always, we hope for an on-time submission by all LEAs- thanks for your help in making this possible!

# Important Data Points to Review for Year-End

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- ❑ Average Daily Membership (ADM)
- ❑ Self-Contained Membership
- ❑ Students with less than 160 days of membership
- ❑ Students with between 160-179 days of membership (most LEAs should have the majority of their students reported with 180 days of membership)
- ❑ Part-time Homeschool and Part-time Private School students with 180 days of membership (this should not occur)
- ❑ Special Education Extended School Year (ESY) counts
- ❑ 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade graduates with the '11' exit code reported
- ❑ SSID warnings are addressed
- ❑ Reading on Grade Level (ROGL) statuses are submitted for untested students and for students tested with an alternate assessment (grades 1-3)

# Important Data Points to Review for Year-End Part 2

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- ❑ Reading Intervention statuses are reported (grades 1-3)
- ❑ Incident and Discipline data has been reported, including all required fields and is not underreported- all disciplinary removals from the student's regular instruction must be reported, as well as all incidents in which the student was the offender (victim data is optional)
- ❑ 'Services Offered' flag has been reported correctly for Special Education students who have had more than 10 cumulative days of discipline
- ❑ Credits Attempted and Earned data (grades 9-12)
- ❑ Kindergarten Types are accurate and complete
- ❑ High School Completion Statuses and Exit Codes, especially codes that show up as dropout if not updated (AE, GE, and GP)
- ❑ High School Completion Statuses and Exit Codes for Special Education students who are seniors or are in their cohort year and are expected to return to school the next year (in most cases the correct code will be: CT, RA, RT, or GA; if a permanent exit code is used then their next year enrollment record will be blocked: AO, DE, G3, GC, GM, GR, GQ)

# Where to Find Important Year-End Data Points

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- ❑ UTREx Overview on Data Gateway (to see fatal errors, warnings and status of data collections and submissions)
- ❑ UTREx Year End Guidelines: <https://www.schools.utah.gov/informationtechnology/utrex>
  - ❑ We also send this with courtesy data review letter by email.
- ❑ UTREx specifications: <https://www.schools.utah.gov/informationtechnology/utrex>
- ❑ UTREx reports on Data Gateway:
  - ❑ Year End reports: School Summary Cumulative, Consolidated Membership, SCRAM ESY
  - ❑ Year Round reports: Discipline Incident Summary, Discipline Incident Summary for SPED
- ❑ Important note: Changes to UTREx School Summary Cumulative report
  - ❑ We will do training on this at LEA data meeting in May.

# Final Reminders

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- ❑ We will have a more detailed training on the Year-End data review and submission process at the LEA data meeting in May.
  - ❑ The date of this meeting was changed to **Thursday, May 14<sup>th</sup> at 9:00am** (via Web-Ex)
  - ❑ Meeting link was provided in the Data Conference Agenda with Notes and will be sent out again via email in the week leading to the training. If you need the link and/or password, contact [UTRExhelp@schools.Utah.gov](mailto:UTRExhelp@schools.Utah.gov)
  
- ❑ ***Please email any questions regarding the year-end data submission process*** and we will answer these at the LEA data meeting in May.
  - ❑ Examples might include questions about business rules, validations, etc.
  - ❑ Email questions to: [Calista.Glenn@schools.utah.gov](mailto:Calista.Glenn@schools.utah.gov)

# Incident Data

REPORTING EXPECTATIONS  
FOR SY 2020



# SY 2019: Expectations vs Actual

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- ❑ All LEAs should report incident data
  - ❑ LEAs with zero incidents reported were flagged
  - ❑ Even fully online LEAs can have incidents (e.g., cyber bullying, harassment, disruption, truancy)
  - ❑ Actual: 96% of LEAs reported incident data in SY 2019
  
- ❑ Minimum threshold: more than one incident per every 50 students
  - ❑ LEAs with a student to incident ratio of greater than 50 were flagged
  - ❑ 77% of LEAs exceeded this minimum threshold in SY 2019
  - ❑ Statewide there was a student to incident ratio of 12 in SY 2019

# SY 2020: What can we Expect?

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- ❑ Data in SY 2020 should at least match what was reported as of Mid March SY 2019
  - ❑ All LEAs that reported incidents in SY 2019 had at least one incident reported by Mid-March
  - ❑ 72% of LEAs exceeded the minimum threshold of one incident per every 50 students
  
- ❑ A majority of LEAs met expectations by Mid March SY 2019; ergo no change in expectations for 2020

SY 2019	Incidents Before Mid March	Total Incidents by Year End	Total Enrolled (Year End)	Percent of Incidents by Mid March	Student to Incident Ratio as of Mid March
State	46,315	62,258	710,803	74.4%	15
25th percentile				70.2%	8
50th percentile				77.4%	20
75th percentile				86.1%	56

# SY 2020: Incident Data Reviews

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- ❑ As of April 22, 2020:
  - ❑ Total Incidents Reported: 43,611
  - ❑ Statewide the student to incident ratio is 16
  
- ❑ All LEAs should report incident data
  - ❑ LEAs with zero incidents reported will be flagged
  - ❑ **As of April 22, 2020: 20 LEAs have zero incidents reported**
  
- ❑ Minimum threshold: more than one incident per every 50 students
  - ❑ LEAs with a student to incident ratio of greater than 50 will be flagged
  - ❑ **As of April 22, 2020: 34 LEAs have data but do not meet this threshold**

# Check Your Incident Data

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- ❑ UTREx Reports:
  - ❑ Check school level aggregated: *Discipline Incident Summary*
  - ❑ Check student level data for students in Special Education: *Discipline Incident Summary for SpEd*
- ❑ UTREx Overview:
  - ❑ Check for validation errors on incident records
  - ❑ Check incident and incident association records in the Data Collector *Examine Data* file
- ❑ For questions about what incidents you should report contact [prevention@schools.utah.gov](mailto:prevention@schools.utah.gov)