



## SOAR Business Rules

### Overview

The Student Outcome Accountability Report (SOAR) was created to provide counselors with data on the students in their school in order to assist them in the decision making processes. This report includes: Enrollment Counts, Students with Disability Counts, Advanced Courses Taken, Chronically Absent Rates, Dropout and Graduation Rates, SAGE Proficiency Percentages, and ACT Scores.

The data shown on the report comes from the Utah Transcript Record Exchange (UTREx) system and selected test vendors. UTREx is a system through which schools and LEAs can submit student data to the State Board of Education. This data includes student enrollment records, demographics, attendance, incident records, and graduation status. The Achievement SAGE and ACT scores are sent to Utah State Board of Education from contracted state testing vendors

The report is published with data from the previous three school years. A new school will not receive a report until after their first complete school year. If a section was not calculated for a school, it is because the data did not exist for a school. For example, an elementary school would not have information on advanced courses, dropout and graduation rates, or ACT scores.

The last two sections of the report are intentionally left blank for use of counselors. Additional data and goals may be recorded there.

### Enrollment (cumulative)

The school's total student count and the count of each student group. These counts are cumulative, meaning any student that attended at any point during the school year gets counted.

SCHOOL DATA PROFILE						
SCHOOL YEAR	2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%
<b>Enrollment (cumulative)</b>						
Total Enrollment						
Female						
Male						
African American/Black						
American Indian/Alaskan Native						
Asian						
Hispanic						
Pacific Islander						
White						
Multiple Races						
English Learner						
Economically Disadvantage						
Students with Disabilities						
Refugee and Immigrant						
Homeless						

1. Students included in calculations
  - a. Students enrolled during any point of the year for any length of time

- b. Grades K-12
- 2. Count (#)
  - a. The number of students enrolled for the indicated student group
- 3. Percent (%)
  - a. The percent of students included in that student group (Student Group/Total Students)

### Students with Disabilities

The overall counts of students with an IEP and their count by race/ethnicity.

SCHOOL YEAR	2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%
<b>Students with Disabilities</b>						
All Students with Disabilities						
African American/Black						
American Indian/Alaskan Native						
Asian						
Hispanic						
Pacific Islander						
White						
Multiple Races						

- 1. Students included in calculations
  - a. Student had an IEP at any time during the school year in the school
  - b. Grades K-12
- 2. Count (#)
  - a. The number of students with an IEP in the indicated student group
- 3. Percent (%)
  - a. The percent of students included in that student group (Student Group/Total Students with IEP)

### Advanced Courses

Information on the number and percent of students who took the advanced courses of Secondary Math III, International Baccalaureate, Advanced Placement, or Concurrent Enrollment.

SCHOOL YEAR	2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%
<b>Advanced Courses</b>						
Secondary Math III						
International Baccalaureate (IB)						
Advanced Placement (AP)						
Concurrent Enrollment (CE)						
<b>All Students IB, AP, CE</b>						
African American/Black						
American Indian/Alaskan Native						
Asian						
Hispanic						
Pacific Islander						
White						
Multiple Races						
English Learner						
Economically Disadvantage						
Students with Disabilities						

- 1. Students included in calculations
  - a. Students enrolled full-academic-year (160 days or more)
  - b. Students who took the course in the given school year. Students who took the course in previous school years are not included.

- c. Grades 9-12
- 2. Count (#)
  - a. The number of students who took the course. A student who did not complete or pass the course is still counted.
- 3. Percent (%) – THE PERCENT FOR THIS SECTION IS CALCULATED DIFFERENTLY THAN OTHER SECTIONS
  - a. For the first five rows, the % is the percent of students who attempted the course out of all students (Students attempting course/Total Students). The total number of students is not the same as the enrollment count in the above section; it is limited to the students grades 9-12 would were full-academic-year.
    - i. For example: There are 100 students in the school who are in grades 9-12 and attended all year and 50 of them took Secondary Math III. The percent would be  $50/100 = 50\%$ .
  - b. For the student group rows, the % is the percent of students in that group who attempted the course out of all students who attempted the course (students in group who attempted course/total students who attempted course).
    - i. For example: There are 100 students in the school and **50** completed advanced courses. There are 10 English Learners and **7** of them took advanced courses. The percent would be  $7/50 = 14\%$ .

### Chronically Absent

The count and percent of students who were absent for more than 10% of instruction time.

SCHOOL YEAR	2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%
Chronically Absent						
All Students						
African American/Black						
American Indian/Alaskan Native						
Asian						
Hispanic						
Pacific Islander						
White						
Multiple Races						
English Learner						
Economically Disadvantage						
Students with Disabilities						

- 1. Students included in calculations
  - a. Students enrolled for at least 60 calendar days.
  - b. Student is chronically absent if they missed 10% or more days of instruction (whether the absence was excused or not).
  - c. Grades K-12
- 2. Count (#)
  - a. Count of students who were chronically absent by student group.
- 3. Percent (%)
  - a. The percent of students who were chronically absent (Chronically Absent Students/All Students Enrolled at least 60 days).
  - b. The All Students denominator does not match the All Students column in the Enrollment section. This is because a student had to be enrolled at least 60 calendar days to be included.

## Dropout Rate

The count and percent of students, from the indicated cohort, who dropped out.

SCHOOL YEAR	2014-2015			2015-2016			2016-2017		
	Total	# DO	%	Total	# DO	%	Total	# DO	%
<b>Dropout Rate</b>									
All Students									
African American/Black									
American Indian/Alaskan Native									
Asian									
Hispanic									
Pacific Islander									
White									
English Learner									
Economically Disadvantage									
Students with Disabilities									

1. Students included in calculations
  - a. All students in the cohort
    - i. Cohorts are set four years out from when the student first enters 9<sup>th</sup> grade.
2. Total
  - a. Total number of students in the cohort.
3. # DO
  - a. The count of students who dropped out. This includes students who:
    - i. Dropped out
    - ii. Transferred to Adult Education
    - iii. Exited to take the GED and did not receive a GED prior to their cohort graduating
    - iv. Graduation Pending
    - v. Withdraw OR
    - vi. Last status of student is unknown
4. Percent (%)
  - a. Percent of students in the indicated student group that dropped out ( $\frac{\#DO}{Cohort\ Total}$ ).

## Graduation Rate

The count and percent of students, from the indicated cohort, who graduated.

SCHOOL YEAR	2014-2015			2015-2016			2016-2017		
	Total	# Grads	%	Total	# Grads	%	Total	# Grads	%
<b>Graduation Rate</b>									
All Students									
African American/Black									
American Indian/Alaskan Native									
Asian									
Hispanic									
Pacific Islander									
White									
English Learner									
Economically Disadvantage									
Students with Disabilities									

1. Students included in calculations
  - a. All students in the cohort
    - i. Cohorts are set four years out from when the student first enters 9<sup>th</sup> grade.
2. Total

- a. Total number of students in the cohort.
- 3. # Grads
  - a. The count of students who graduate with a regular high school diploma. This includes students who:
    - i. Graduate with Basic High School Diploma
    - ii. Graduate – Carnegie
    - iii. Graduate with Military Allowances
- 4. Percent (%)
  - a. Percent of students in the indicated student group that graduated (#Grads/Cohort Total).

### School Safety

The count of students that were involved in a reportable incident.

SCHOOL YEAR	2014-2015		2015-2016		2016-2017	
School Safety	#	%	#	%	#	%
Weapons Offenses						
Offenses Against Students						
Alcohol, Tobacco, Drug Offenses						
Disorderly or Disruptive Behavior						
Student Suspensions						
Student Expulsions						

- 1. Students included in calculations
  - a. Students involved in an incident.
    - i. If a student was in multiple incidents of the same type (such as multiple alcohol offenses) they will only be counted once.
  - b. Grades K-12
- 2. Count (#)
  - a. Count of students who were involved in an incident of the indicated type.
- 3. Percent (%)
  - a. Percent of students who were involved in an incident of the indicated type (count/total students).

### Achievement - SAGE

The count and percent of students who were proficient on the SAGE Math, Language Arts, and Science exams.

SCHOOL YEAR	2014-2015			2015-2016			2016-2017		
Achievement	Total	# Prof	%	Total	# Prof	%	Total	# Prof	%
Students Tested in									
All Students									
African American/Black									
American Indian/Alaskan Native									
Asian									
Hispanic									
Pacific Islander									
White									
Multiple Races									
English Learner									
Economically Disadvantage									
Students with Disabilities									

1. Students included in calculations
  - a. All students who took and completed a SAGE year-end exam.
    - i. Calculations exclude Alternative exams such as DLM and UAA.
    - ii. Calculations differ from accountability in that the SOAR report includes all students that completed the exam. Accountability reports include only students who were enrolled for at least 160 days that school year (full academic year).
2. Total
  - a. Count of all students who completed the SAGE exam.
3. # Prof
  - a. The count of students who achieved proficiency on the SAGE exam.
4. Percent (%)
  - a. The percent of who achieved proficiency on the SAGE exam (# Prof/Total)

### Achievement - ACT

The count and percent of students who scored an 18 or higher composite score on the ACT.

12th Grade ACT Scores	Total	Avg Score	%>=18	Total	Avg Score	%>=18	Total	Avg Score	%>=18
All Students									
African American/Black									
American Indian/Alaskan Native									
Asian									
Hispanic									
Pacific Islander									
White									
Multiple Races									
English Learner									
Economically Disadvantage									
Students with Disabilities									

1. Students included in calculations
  - a. All 12<sup>th</sup> graders who have a recorded ACT score.
    - i. If the ACT was taken multiple times, the highest composite score is used including if the exam was taken in the previous years.
2. Total
  - a. Count of all 12<sup>th</sup> grade students who took the ACT.
3. # Prof
  - a. The count of 12<sup>th</sup> graders whose ACT composite score is 18 or higher.
4. Percent (%)
  - a. The percent of 12<sup>th</sup> graders whose ACT composite score is 18 or higher (# Prof/Total).