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</tr>
<tr>
<td>Data Gateway Roles</td>
<td>109-126</td>
</tr>
</tbody>
</table>
New UTREx Record - 504

Sep 21, 2017
Section 504

- What is the current line item funding we receive from the Federal Government for Section 504?
  - None.

- Are there any states whose legislators have provided line item funding for Section 504?
  - No. Not Yet.

- Utah is the flagship state whose legislators are DETERMINING allocation funding for Section 504 in public education to begin in 2018-19.
(3) On or before January 30, 2018, the board shall report to the Public Education Appropriations Subcommittee:

(a) information collected regarding the number of students who qualify for a Section 504 accommodation plan; and

(b) if available, the estimated financial impact of providing Section 504 accommodation services to the number of students described in Subsection (3)(a).
An LEA shall include a count of students with Section 504 accommodations in its daily UTREx submission.

An LEA shall report financial costs incurred as a result of Section 504 accommodations to the Superintendent through UPIPS by June 30, annually.
Contact People in Your LEA

- LEA 504 Coordinator:
  [https://schools.utah.gov/sas/scep/overview/equity/section504](https://schools.utah.gov/sas/scep/overview/equity/section504)

- Site 504 administrator (i.e. principal, assistant principal, school counselor, special education coordinator)

- LEA Business Administrator
504 UTREx Submissions

- “An LEA shall include a count of students with Section 504 accommodations in its daily UTREx submission.”
- During the UTREx conference this past Spring, the USBE IT delivered the message that 504 reporting in UTREx would likely be forthcoming.
- UTREx 504 reporting functionality and updated UTREx Specifications will be available soon. Some of the 504 reporting parameters include:
  - Entry/Exit Dates & Exit Code
  - Accommodation Type (Nine Categories)
    - Autism
    - Brain Injury or Concussion Impairment
    - Hearing Impairment
    - Learning Impairment
    - Major Bodily Function Impairment
    - Medical Impairment
    - Mental Health Impairment
    - Orthopedic Impairment
    - Other Impairment
Reporting VIA UPIPS

- “An LEA shall report financial costs incurred as a result of Section 504 accommodations to the Superintendent through UPIPS by June 30, annually.

- UPIPS is a secured platform where additional sensitive student information is shared from LEAs to the USBE of students receiving Special Education Services (IEPs).

- This platform will also be used for students receiving Section 504 accommodations that will include their expenditures as part of the reimbursement application (similar to Intensive Services Reimbursement Application).

- This year, LEAs will be submitting their report via UPIPS by November 10th. Thereafter, LEA annual reports will be submitted to the USBE by June 30, starting 2019, to be eligible for reimbursement.
(ii) allows an LEA to apply for reimbursement of the costs of services that:

(A) an LEA renders to a student with a Section 504 accommodation plan; and

(B) exceed 150% of the average cost of a general education student; and

(C) provides for a pro-rated reimbursement based on the amount of reimbursement applications received during a given fiscal year and the amount of money appropriated to the board that fiscal year.
Reminder or Dates

- This year, LEAs will be submitting their report via UPIPS by November 10\textsuperscript{th}. Thereafter, LEA annual reports will be submitted to the USBE by June 30\textsuperscript{th}.
- LEAs have a choice of submitting FY17 expenditure report or from FY18 data July 1, 2017, to October 31, 2018.
Timeline

- **July 28, 2017** – Training on LEA reporting
- **November 10, 2017** – LEA 504 report submitted to the USBE via UPIPS
- **December 2017** – Report to the State Board
- **January 31, 2018** – Report to the Legislature Education Appropriations Committee where an allocation of funding will be determined for FY19
- **April-May 2018** – Board Rule created for reimbursement process according to SB 61
- **June 30, 2018** – LEA 504 report submitted to the USBE via UPIPS & UTREx
- **July 2018** – Training on Reimbursement Application process according to Rule
- **June 30, 2019** – LEA 504 report submitted to USBE via UPIPS & UTREx for reimbursement.
UTREx 504 Record Overview

- Functionality similar to S2 (SCRAM) and S3 (YIC)
- Once active S4 per S1 allowed
- Multiple S4 records per S1 allowed with non-overlapping entry/exit dates
- May have overlapping S4 records in different schools or LEAs
UTREx 504 Record Overview Cont.

- At least one disability type must be indicated.
- For students with multiple disabilities, indicate all disability types in a single S4 record.
  - Close and open a new S4 record if the accommodations change.
- If no disability type is indicated a validation error will be triggered.
Contacts

- Momi Tu’ua, Equity Specialist
  - momi.tuua@schools.utah.gov
  - 801-538-7828

- Malia McIlvenna, Data & Statistics
  - malia.mcilvenna@schools.utah.gov
  - 801-538-7731
Pre-K Students in UTREx

Sep 21, 2017
Pre-K Students and UTREx

- Please enroll pre-k students in UTREx
  - Federal Funding of programs TANF, Highly Qualified PK, and IGP Grants. These students have to be tracked.
  - Expansion funding.
  - In 2016-17 there over 23,000 PK students enrolled and over ½ were not special ed.
GQ Code: Mathematics competency

- About 35% of 12th grade students were marked as having meet the mathematics competency.
- By checking courses/ACT scores, at least 50% of graduates were expected to be marked as GQ.
- Please mark students appropriately.
  - R277-900-9
Teacher Evaluation

Sep 21, 2017
Teacher evaluation data

- Due by June 20
- You can contact Kristin Campbell to receive the educators by name (as appears in CACTUS), school and CACTUS ID.
Seal of Bi-literacy

Sep 21, 2017
LEA Bi-literacy Data

- Except for Jordan’s 35 students, there were no other students submitted through UTREx in SY2016-17 with the seal of bi-literacy.
- Alpine, Salt Lake, Davis and Granite have reported that they had students who earned them. If these students were not 12\textsuperscript{th} graders last year, please submit them this year.
- If they were 12\textsuperscript{th} graders last year, please contact Kristin Campbell about getting them into UTREx.
Languages

- Spanish
- Japanese
- German
- American Sign Language
- Samoan
- French
- Latin
- Chinese
Online License Renewal Site

Sep 21, 2017
Online renewal site

- Legislature removed fees for all licensing.
- Educators and staff can contact licensing to verify licenses, background progress and student licenses.
Features of the Program

- Allows any LEA’s students to take up to 6 credits online, per year, utilizing a statutory right to access courses of approved online course Provider LEAs in addition to anything their own LEA offers..

- Credits replace original credit that would otherwise be taken at your LEA more expensively, in a traditional environment.

- Contact with licensed educator

- Meets core standards

- Assessments conducted through Provider

- Cost of courses are lower than the Primary LEA is able to provide these as a teacher-led course. Funded at a level less than they funding that accrues to your LEA for that student, per credit hour.
The program thus enhances the availability of quality, online curriculum and instruction for students not primarily enrolled in an online school, and extends resources available to students choosing to remain in a traditional environment for social or other reasons.
The SOEP allows students to complete 9th–12th grade courses with selected accredited online schools ("online course providers") that have agreed to accept students of a **companion school** ("primary school of enrollment") for limited course-wise enrollment without greater responsibilities for counseling, graduation, or other services, excepting special education services directly related to course content or delivery.
Any credit hour for which you draw funding for a student must be supported by a course enrollment record.

Courses listed in your SIS will include:

1. Courses *provided* directly by your LEA
2. SOEP courses facilitated by your LEA
Pupil Accounting rules limit funding for Release Time - no SOEP course should be entered as release time.

Students participating in SOEP courses are not transferring to the other school – and should not be exited.

Students participating in SOEP courses not splitting regular enrollment across cooperating LEAs.
Primary SOEP COURSES Data Entry

- School of Record = Blank/Y (Default)
- COURSE TITLE = Course Title
- Core Code = 13 Digit Core Code
- Cactus ID, Name = Provider LEA Teacher
- Where Taught = Provider LEA
- Instructional Environment = OP

*All information available in SEATS*
Primary
ONLINE COURSES
(NOT SOEP)

- School of Record = BLANK (DEFAULT)
- COURSE TITLE = Course Title
- Core Code = 13 Digit Core Code
- Cactus ID, Name = Primary LEA Teacher
- Where Taught = Primary LEA School
- Instructional Environment = ON

*All information available in SEATS
Provider LEA
SOEP COURSES

- School of Record = N
- COURSE TITLE = Course Title
- Core Code = 13 Digit Core Code
- Cactus ID, Name = Provider LEA Teacher
- Where Taught = Provider LEA
- Instructional Environment = OP

*All information available in SEATS*
Provider
ONLINE COURSES
(NOT SOEP) –
supplied to
regularly-enrolled
students for whom
you serve as a
Primary LEA

- School of Record = BLANK (DEFAULT)
- COURSE TITLE = Course Title
- Core Code = 13 Digit Core Code
- Cactus ID, Name = Primary LEA Teacher
- Where Taught = Primary LEA School
- Instructional Environment = ON

*All information available in SEATS
COMING: SOEP for early graduation FLAG

To fund excess enrollment for students involved in SOEP coursework:

1. Mark Early Graduation Flag
2. Increase Membership according to R277-491-6 “Student Membership Calculations” and R277-726-4, “Eligible Student and Parent Rights.”
Contact

Dr. Cory Kanth, Ph.D.
Statewide Online Education Program Specialist
Financial Operations,
Utah State Office of Education
Tel. 801.538.7660
Email: cory.kanth@schools.utah.gov
Website: https://www.schools.utah.gov/edonline
One Percent Rule

Sep 21, 2017
Regulation Change

- Prior to SY 2018: 1% cap on the percentage of students state-wide who were reported as proficient based on the results of an alternate assessment

- Starting with SY 2018: 1% cap on the percentage of students state-wide who are tested with an alternate assessment
Regulation Details: LEA Impact

- No 1% cap for LEAs, HOWEVER:
- LEAs over 1% are required to submit justification to USBE
- USBE Special Ed section will use prior year data to determine which LEAs must submit a justification (i.e. SY 2017 data for SY 2018)
  - A notification letter will be sent to LEAs by Sep 30.
- Justifications due to USBE Special Ed section by December 1\textsuperscript{st}
- LEAs should include current year alternate assessment projections in the justification letter
Justifications: What this means for you

- Be sure the 1% data is as accurate as possible for the Oct 1 upload
  - (Audit of SY2017 Oct 1 vs Dec 1—Oct 1 data was very similar to Dec 1)
- Work with Special Ed directors to pull and analyze current year data
  - To calculate projected current year alternate assessment rates for each subject area (math, science, ELA)
Alternate Assessment Calculation

- Separate calculation for each subject area (Math, Science, ELA)
- Based on data in EDFacts reports 185, 188, and 189
  - Math: grades 3-8 and 10
  - ELA: grades 3-8 and 10
  - Science: grades 4-8 and 10
- Numerator: All students tested with an alternate assessment
- Denominator: All tested students
  - Opt-out students are not included in this data
  - First year English learner students are excluded from ELA
Alternate Assessment Rates

- In SY 2017, 51 LEAs were over 1% in one or more subject area
- *i.e. 51 LEAs will be required to submit a justification letter by December 1*
- State Rates:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>SY 2014</th>
<th>SY 2015</th>
<th>SY 2016</th>
<th>SY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>1.11%</td>
<td>1.05%</td>
<td>1.04%</td>
<td>1.04%</td>
</tr>
<tr>
<td>Math</td>
<td>1.19%</td>
<td>1.06%</td>
<td>1.06%</td>
<td>1.06%</td>
</tr>
<tr>
<td>Science</td>
<td>1.16%</td>
<td>1.15%</td>
<td>1.04%</td>
<td>1.04%</td>
</tr>
</tbody>
</table>
ESSA requires that USBE and LEAs identify disproportionality in students identified to take an alternative assessment by student group (race/ethnicity, economic status, disability status, English Learner status, gender, migrant status, homeless status, foster status, and military status).

LEAs identified with disproportionality must justify the disproportionality or work to eliminate it.

LEAs should use current year data to project what the disproportionality rate will be for the current year.
Disproportionality: What this means for you

- Work with Special Ed directors to pull and analyze current year data:
  - Target Group Alternate Assessment Rate:
    - Target group consists of all students in the group identified with disproportionality
    - Numerator: Number of students in the target group who are expected to take an alternate assessment in reported grades
    - Denominator: Number of students in the target group who are expected to test in reported grades
  - Comparison Group Alternate Assessment Rate:
    - Comparison group consists of all the students not in the target group
    - Numerator: Number of students in the comparison group who are expected to take an alternate assessment in reported grades
    - Denominator: Number of students in the comparison group who are expected to test in reported grades
Disproportionality Calculation (Risk Ratio)

- Separate calculation for each subject area (Math, Science, ELA) and student group
- Based on test data in EDFacts reports 185, 188, and 189
  - Math: grades 3-8 and 10
  - ELA: grades 3-8 and 10
  - Science: grades 4-8 and 10
- Risk Ratio:
  - Numerator: Target Group Alternate Assessment Rate
  - Denominator: Comparison Group Alternate Assessment Rate
Disproportionality Example

- Example: ABC LEA identified for disproportionality (risk ratio > 3) with their Male student group in Math

- Target rate:
  - 100 male SWDs in reported grades (3-8 and 10) expected to test
  - 10 of these students are identified as 1%
  - Target ID rate = 10%

- Comparison rate:
  - 100 female SWDs in reported grades (3-8 and 10) expected to test
  - 3 of these students are identified as 1%
  - Comparison ID rate = 3%

- Risk Ratio: 10% / 3% = **3.3**
Disproportionality in 2017

- In SY 2017, 1 LEA was identified as having disproportionality in alternative assessments taken by a student group
Training Provided to Special Ed Administrators

New ESSA Requirements:
1% Cap Regulation

Statewide 1% Cap on Students Taking Alternate Assessments
Questions

Malia.McIlvenna@schools.utah.gov
Data & Statistics
801-538-7731

Tracy.Gooley@schools.utah.gov
Special Education Assessment Specialist
801-538-7887
What Are DIBELS?

• Assessment used statewide to measure early literacy skills
• Utah pays for all DIBELS testing in grades K–3
• Several LEAs pay for addition grade level testing (4–6)
• Three administrations throughout year (beginning, middle, and end)
Old Data Exchange

CONS: Lots of data entry for LEAs 😞
Lots of opportunity for misentering data 😞
New Data Exchange

LEAs enter data into SIS and send to UTREx

USBE will generate nightly extract from UTREx

Test vendor shares test results with LEAs and USBE

USBE will load results into UTREX

**PROS:** Much less data entry for LEAs 😊
Higher quality data 😊
Responsibilities

- **USBE will...**
  - Roster **ALL** K–3 students and classes (including those requiring an alternate assessment)
  - Ensure that student DIBELS data will follow students anywhere in the state

- **LEAs will...**
  - Continue to roster teachers and staff in vendor systems
  - Enter all data for students in grades 4-6
What this means for you.

• Check with Assessment Director/Literary Director regarding when your LEA will start Beginning of Year (BOY) DIBELS testing
• BOY test window closes on Sept 30 (per R277-403)
• **Conclusion:** Accurate, nightly UTREx submissions will need to start earlier (incomplete data and fatal UTREx errors will keep students from being sent to vendor)
SIS Entry

- UGG

- Entry is still required by LEA for –
  - Intervention Y/N
  - ROGL special codes
  - ROGL Y/N – feedback please
Native Language Validation Updates

Sep 21, 2017
Native Language Validations

- **ELL Native Language**
  - Must be present if Limited English is 'Y', 'O', or 'F', or
  - If Immigrant is 'Y'
  - English is a valid language for immigrant students

- **ELL Parent Language**
  - Must be present if Limited English is 'Y', 'O', or 'F', or
  - If Immigrant is 'Y'
  - English is a valid language for immigrant students
### Native Language Validations Cont.

<table>
<thead>
<tr>
<th>Field</th>
<th>Validation</th>
<th>Rule</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Native Language</td>
<td>S1.337</td>
<td>Must be present if Limited English is ‘Y’, ‘O’ or ‘F’, or if Immigrant is 'Y’</td>
<td>Updated to be a fatal error year-round, added requirement for immigrant students to have a language reported</td>
</tr>
<tr>
<td>If present</td>
<td>009</td>
<td>Must be in list of valid language codes</td>
<td>No change</td>
</tr>
<tr>
<td>ELL Parent Language</td>
<td>S1.338</td>
<td>Must be present if Limited English is ‘Y’, ‘O’ or ‘F’, or if Immigrant is 'Y’</td>
<td>Updated to be a fatal error year-round, added requirement for immigrant students to have a language reported</td>
</tr>
<tr>
<td>If present</td>
<td>009</td>
<td>Must be in list of valid language codes</td>
<td>No change</td>
</tr>
</tbody>
</table>
Questions/Feedback

- Malia McIlvenna
  - malia.mcilvenna@schools.utah.gov
  - 801-538-7731
Age Validation

- Students may not enroll between the first day of school and December 31 if they are over 21 as of the first day of school for the school they are attending.
- Students may not enroll between January 1 and the end of the school year if they are over 21 as of January 1.
# Age Validation Changes

<table>
<thead>
<tr>
<th>Field</th>
<th>Validation</th>
<th>Rule</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth Date</td>
<td>S1.309</td>
<td>Computed age cannot be:</td>
<td>Old age limit was 23 as of three data checks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• greater than 21 on the first day of school for enrollment between the first day of school and Dec 31, or</td>
<td>• September 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• greater than 21 on Jan 1 for enrollment between Jan 1 and the end of the school year</td>
<td>• October 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Last day of school</td>
</tr>
</tbody>
</table>
New Fields in UTREx

Sep 21, 2017
504 (s4) record

- New record to report 504 accommodations (see presentation ‘504 New Record in UTREx’).
Bi-literacy Level and Language

- Indicates the level and language for students who have received the seal of bi-literacy (see presentation ‘Seal of Bi-Literacy’).
Early Graduate Flag

- Indicates that the student intends to graduate early in accordance with their Student Education Plan (SEP).
  - Flag: Yes or Blank

- Should only be used for students in grades 9-12.

- Students with the Early Graduate Flag marked are allowed to have more than 180 days of membership within a school year.
  - Their membership will not be prorated down to the max allowed amount at the end of the school year (Board Rule R277-419)

- Only mark this flag if it is indicated in the student’s SEP that they intend to graduate early.
Early Graduate Reminder

- When a student in grades 9-11 graduates early, please mark their high school completion status as Graduate (GR or GQ) and exit the student with a code of ‘11-Early Graduate’.
  - Even if the student graduates at the end of the school year, the student must be exited on the last day of school (or day after) and given an ‘11’ exit code. This exit code is required to receive early graduate funding.

- When a student graduates early in 12th grade, please mark their high school completion status as Graduate (GR or GQ) and exit the student with the corresponding 12th grader early graduate code.
  - Q1 – Quarter 1; Q2 – Quarter 2; Q3 – Quarter 3; T1 – Term 1; T2 – Term 2
Year-end UTREx Review 2017
2017 Year-end UTREx Submission

- 150 LEAs
- 1,020 Schools
- 688,845 Students
- Estimated 6.4 Million Records
- Estimated 100 Million Data Points
Common Year-end Issue: GQ Code

- GQ Graduation Code: There was some confusion with entering the new GQ Graduation Code.
  - The GQ code should be used when a student demonstrated mathematics competency as outlined in UTA Code 53A-1-1302 (see presentation ‘GQ Code’).
Common Year-end Issues: Membership

- Membership: It is expected that most fulltime, full-year students would have 180 days of membership.
  - When most students have 179 days of membership, there is usually an exit date issue.
  - When most students have far less than 180 days, there is usually a calculation issue with the SIS.
  - Membership can be seen on the Consolidated Membership report.
Common Year-end Issues: Dual Enrollment

- When a student is attending a school part-time, the membership should be prorated.
  - This proration is described in board rule R277-419:
    - If a student was enrolled for only part of the school day or only part of the school year, an LEA shall prorate the student's membership according to the number of hours, periods or credits for which the student actually was enrolled in relation to the number of hours, periods or credits for which a full-time student normally would have been enrolled.

- If an LEA does not correctly prorate a student, USBE will reduce the membership on July 7th.
  - Membership was reduced by a total 23,347 days.
  - This reduction is not reflected on UTREx Year-end Reports.
October UTREx Deadlines

- Data is due by October 10th at 5pm.
- LEAs with significant data issues may be approved to resubmit until October 16th at 5pm.
October 1st Falling on a Sunday

- Official enrollment counts, for UTREx, will still be as of October 1.
- Students who exit on September 29th, should still be exited that day.
- Students who enter on October 2nd, should have their entry date back dated to October 1st.
Fields of Focus for Fall

➤ Graduation Data
   ➤ All updates to exit codes and high school completion status should be entered before October 10th.

➤ October 1 Enrollment
   ➤ Please make sure students are entered into the system, and that their entry and exit dates are correct.

➤ Economically Disadvantaged (Free/Reduced Lunch)

➤ Race/Ethnicity

➤ District of Residence

➤ J-1 Visa foreign Exchange Student

➤ NOTE: While these fields may be of particular focus, it is important that all fields are accurate. Many other systems pull data from UTREx all year round.
District of Residence Warning

- Please pay close attention to all District of Residence warnings.
- Funding is based on the District of Residence field entered in UTREx.
Once you have finalized your October 1 data, please contact Sarah in Data and Statistics for a soft audit.

sarah.wald@schools.utah.gov

This audit is at a very high level.

Accuracy of the data is the responsibility of the LEA
1. Check last date of submission
2. Check for fatal errors and warnings. A record with a fatal error will not be funded.
3. Compare last year’s numbers to current year numbers.
4. Check for missing data.
Example Audit Letter

Dear Business Official,

The Data and Statistics section of USBE has reviewed your year-end submission. This audit reflects the submission on 9/15/2017, and is based on a comparison of SY 2017 data with SY 2016 data. In general we check for missing data and any counts that have greatly changed from the previous school year, as these may alert us to potential data quality issues. There is no guarantee that we can catch any or all issues; data accuracy is the responsibility of LEAs.

Please **review and respond** to confirm that the below items are correct, or will be updated in a submission prior to July 7:

- 8 fatal errors
- Zero students have been indicated as receiving free or reduced lunch.
- There was a decrease of students in 5th grade.

Please review the following items to verify that the submission was correct (no response necessary):

- There are 10 valid address warnings. Please check that the data is correct.

Please download and save your Year End UTREx reports, including the Consolidated Membership Report.

5. Enter potential issues in audit letter.
6. Send email with letter and school summary to UTREx contact.

We are requesting now that certain issues are responded to so that USBE knows the data is correct or has been corrected.
Dropout Recovery Survey

Sep 21, 2017
# Data Gateway Surveys

<table>
<thead>
<tr>
<th>Survey</th>
<th>Due Date</th>
<th>Mandate/Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Prevention and Recovery</td>
<td>August 1, 2017 TBD</td>
<td>State: 53A-15-1903; R277-606</td>
</tr>
<tr>
<td>Title I Staff FTE &amp; Paraprofessional Qualifications</td>
<td>January 15, 2018</td>
<td>Federal: CSPR Part II</td>
</tr>
</tbody>
</table>
Dropout Prevention and Recovery Program

- **Counts of:**
  - “Designated” students
  - *Already dropped out or* (as determined by LEA using typical early warning system indicators) *at risk of doing so*
  - Designated students who “*enroll in a program*”
  - Enrolled designated students who reach “*attainment goals*”

- **Funding** allocated by LEA for dropout prevention and recovery
- **Methods** used “to engage or attempt to recover” designated students
- **Contact** info of third party service provider, if applicable
Student Data Privacy

Sep 21, 2017
Evidence of 5 achievements by Oct 1:
1. Designate a Student Data Manager
2. Approve a Data Governance Plan
3. Approve an IT Security Plan
4. Complete all Metadata Dictionary entries
5. Provide privacy fundamentals training to all LEA staff, faculty, all volunteers
LEA Resources

**Checklist for District Privacy Program (PDF)**

This document was developed by the Privacy Technical Assistance Center (PTAC) as a companion piece to the video Developing a Privacy Program for Your School District. The video, along with other helpful resources related to safeguarding the privacy of education data, can be found at http://plac.ed.gov.

**Confidentiality Provisions Comparison Chart - 2014 (PDF)**

Side by side comparison of IDEA Part B, IDEA Part C, and FERPA.

**Confidentiality Requirements FAQ (PDF)**

The purpose of this document is to assist early childhood programs under the Individuals with Disabilities Education Act (IDEA)—Part B section 611 (Grants to States), Part B section 611 (Preschool Grants), and Part C (Grants for Infants and Toddlers with Disabilities)—with addressing privacy and confidentiality questions.

Good place to start:

**Data Governance Checklist - 2015 (PDF)**

Model Plans Below:

**Data Governance and Stewardship (PDF)**

**Data in the Cloud - 2014**
“Information Technology Systems Security Plan” means a plan incorporating policies and process for:

- (a) system administration;
- (b) network security;
- (c) application security;
- (d) endpoint, server, and device security;
- (e) identity, authentication, and access management;
- (f) data protection and cryptography;
- (g) monitoring, vulnerability, and patch management;
- (h) high availability, disaster recovery, and physical protection;
- (i) incident responses;
- (j) acquisition and asset management; and
- (k) policy, audit, and e-discovery training.
Metadata Dictionary Training

http://stream.schools.utah.gov/videoarchive/admin/Metadata_Dictionary_Tutorial.mp4
USBE Training Topics

- State and Federal Laws (e.g., FERPA, Student Data Protection Act, Student Privacy Act, Utah FERPA)
- Educational App Vetting
- Data Security Fundamentals (best practices with passwords, how to share data securely, how to avoid being in a malware attack)
Training Resources

YouTube list of training resources:
https://www.youtube.com/playlist?list=PLq4Nz0W9Ztw3XcYErLu37o1jEloJWYjvH

Or contact Greg Cox, Data Privacy Trainer:
greg.cox@schools.utah.gov
English Learner Indicators for ESSA

Sep 21, 2017
ESSA Sec. 3121: English Learner Indicators

- (a) Each eligible entity that receives a sub grant from a State educational agency ... shall provide such agency, at the conclusion of every second fiscal year ... with a report, in a form prescribed by the agency ... that includes —

  - **PROGRESS**: (2) percentage of English learners ... who are making progress toward achieving English language proficiency ... disaggregated, at a minimum, by English learners with a disability

  - **ATTAINMENT**: (3) percentage of English learners ... attaining English language proficiency ... by the end of each school year, as determined by the State’s English language proficiency assessment [WIDA]
RECLASSIFICATION: (4) percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency.

ACADEMIC: (5) percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving [services]... disaggregated ... by English learners with a disability.

LONGTERM: (6) percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency.
ESSA/Accountability System: English Learner Progress Indicator

**Denominator**: English learner students with WIDA proficiency score in each of two successive years, whose score in the first year was less than 5.0

**Numerator**: Subset of denominator where score in second year is ≥ 5.0 or gain over first year is ≥ 0.4.

For more information, see Consolidated State Plan at: [https://www.schools.utah.gov/file/ca295c05-cb18-4cf6-aefb-239c450d1c43](https://www.schools.utah.gov/file/ca295c05-cb18-4cf6-aefb-239c450d1c43)
Graduation Rate Review

Sep 21, 2017
Deadlines

- ALL GRADUATION DATA IS DUE BY OCTOBER 10th. THERE ARE NO EXTENSIONS.
- Graduation rates are published in December.

Graduation Rate Time Line

- May: Most Students Graduate
- June: New School Year Starts
- August: 
- September: 
- October: 
  - Oct 10: ALL exit/completion code updates for the previous school year are due
- November: 
- December: 
  - Official Graduation Rate Report Published
Checking Graduation Rates

- To check your graduation rates before publication, access the ‘Federal Four Year Graduation Cohorts’ report in UTREx.

This report is updated every time your LEA submits data to UTREx.
This is the code entered into your SIS system.

This is how the student is counted in the graduation rate.
Students are included in the graduation rate of the last school they attended. However, a student is not included in the graduation rate for a school where they are marked school of record is no. This is new as of cohort 2016.

A school will not receive regular funding for a student if the school is marked as ‘Not School of Record’. A school should only be marked as ‘not school of record’ in a few circumstances. Typically it is marked if the school is an SOEP provider.
Updating Records

- If you need to update an exit/completion code in the *current school year* simply update the code in your SIS system. The next time data is submitted to UTREx this code will be updated.

- If you need to update an exit/completion code from the *previous school year* submit an x-residency (s1-x) record. An s1-x record will find the previous record for the student and update it.
S1-X Record

- X-residency records are essentially normal enrollment records, submitted with the current year data, with the resident status marked as ‘X’.
- The ‘X’ in the resident status field indicates this record is being submitted only to update the exit or high school completion code.
- If you need further information on how to enter a X-residency record please contact your LEA’s IT department.
## Common Issue 1

<table>
<thead>
<tr>
<th>Issue</th>
<th>Possible Reason</th>
<th>Possible Resolutions</th>
</tr>
</thead>
</table>
| Student transfers to another public school but is still showing on your school’s graduation report. | After a student transfers out of your school the student will remain on your graduation report until the state receives a record from the new school to which the student transferred. | • Check that the student actually transferred to a public school. If the student went to homeschool, a private school, or out-of-state then update the exit code accordingly.  
• Verify which SSID the new public school used. If they used a different SSID then request an SSID merge.  
• If the student meant to transfer to another school but ended up dropping out before the new school officially enrolled the student, then the student will remain on your school’s graduation report. |
Common Issue 2

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</thead>
</table>
| A student is showing in a different cohort than when the student graduated or will graduate (i.e. showing in the 2016 cohort when they will graduate in 2017). | A previous grade level was incorrectly submitted OR student repeated a grade. | • If a grade was previously entered incorrectly, this could cause the cohort year to be set incorrectly. Contact your UTREx administrator to submit a historical update record to fix both the grade and cohort year.  
• If a student repeated a grade in high school, then their cohort year remains the same. A cohort year is based on the first time the student entered 9th grade. |
### Common Issue 3

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<tbody>
<tr>
<td>The student’s exit code was updated in the school’s SIS system but is not reflected in the state’s graduation rate.</td>
<td>The exit code was updated after the school year was complete (June 30th).</td>
<td>• Submit an s1-x record to update the final code in UTREx. After submitting the data, check the ‘Federal Four Year Cohorts Report’ in UTREx to make sure the update went through correctly.</td>
</tr>
</tbody>
</table>
Data Gateway Roles

Sep 21, 2017
Roles within Data Gateway

- LEA Admin
- Account Manager
- Surveys
- UTREx
- Specialist
- Other Roles
### ALPINE DISTRICT

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LEA Admin

- Permission to all reports, responsibilities, and roles within Data Gateway and UTREx. Additional permissions are added automatically. This means roles don’t require additional permission be added when new projects or reports are developed.

- The LEA Admin is the individual to whom we send educators requesting additional roles to be added to their account.

- The LEA Admin is charge of locking and unlocking accounts as needed.
Teacher Registration Process and Support

1st Line of Support

- Teacher Selects Register
- CACTUS ID & LEA
- Account is verified against CACTUS and courses submitted into UTREx

Additional Help

- Educator contacts LEA Admin or Account Managers
- LEA Manager adds Roles
- Lock or Unlock Accounts

USBE Help

- Deleted Accounts
- Account needs to be connection to different LEA
- Missing Data
## Roles

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Account Manager

- Manages accounts and permissions available to specialist at both the LEA and school level. The managers can:
  - find a user
  - create a user
  - edit locked accounts

- Assessment Manager to assist LEA Admin in majority of accounts issues including roles for ALS and Assessment items

- CTE Managers give CTE items permission.
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Surveys

- Classified Staff FTE
- CTE Approval
- Title I Staff FTE
  - Home School Survey
  - Library Survey
  - School Fee Waivers Survey
  - Teacher Benefits Survey

LEA Admin can create a new permission to assign all surveys with one permission instead of multiple assignments.
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UTREx

User
- UTREx Application,
- Archived Reports,
- Reset SAGE Extract,
- Validations,
- UTREx Reports,
- Access to Student Lookup:
  - Student Summary
  - Enrollments

Restricted User
- UTREx Application,
- Archived Reports,
- UTREx Reports,
- Access to Student Lookup:
  - Student Summary
  - Enrollments
Assessment User

- Accountability
  - PACE LEA Zip File allows the PACE LEA Zip File download

- Assessment
  - KEEP Results,
  - Remove PII Masks,
  - SAGE Special Codes,
  - Student Scores by SSID look up scores by SSID,
  - WIDA ACCESS Results

- Special Education
  - Assessment Comparison Special Ed Assessment Comparison.

- UTREx Reports
  - Assessment ~ Reading on Grade Level
  - Assessment ~ Reading on Grade Level with PACE
  - Assessment ~ Reading on Grade Level with UGG
  - Assessment ~ SAGE Class List
  - Assessment ~ Students Eligible for WIDA ACCESS
  - Assessment ~ Utah Compose Class List
  - Assessment ~ UTIPS Class List
ALS User

- Assessment
  - WIDA ACCESS Results
CTE User

- CTE
  - Data Quality CTE Data Quality
  - Surveys
    - CTE Program Approval Survey
Graduation User

- Graduation
  - Adult Ed OOSY: Graduation
    Adult Ed. OOSY Report
  - Graduation Rate Report
    Preview: preview of the
    Graduation Rate Report.
Special Education User

- Special Education
  - Assessment Comparison *Special Ed Assessment Comparison*
  - Special Education Data

- UTREx Reports
  - December ~ Child Count by District Worksheet
  - December ~ School Summary SPED
  - December ~ SCRAM CCW Detail
  - October ~ SPED Dropout Event Summary
  - Year End ~ SCRAM Extended School Year
  - Year Round ~ Discipline Incident Summary for SPED
Other User Roles

- **Data Dictionary Editor** Edits the data dictionary
- **Directory Editor** Can edit calendar and directory information.
- **SERF Request** Requests a SERF for the LEA.
- **Student Locator** Locates students within the state.