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 — a placebo for such systems
- Use only for students through Grade 11; with seniors, another exit code or, more commonly, a high school completion status code will be needed
- Not required by USBE; use when necessary or helpful, although explicit coding of “missing” data is generally a good idea
- Targeted for implementation by May 31, 2019
Five Ultimate Outcomes

- Eventually, every student who enrolls in a public high school in Utah is classified in one of five ways at the time their cohort is expected to graduate with respect to their high school completion status:
  - Graduate
  - Dropout
  - Other Completer
  - Continuing Student
  - Excluded (transferred out of public system)

- The new RA code introduces an exception to this (more later)
Cohort Graduation and Dropout Rates

- Cohort Graduation Rate:
  - \( \frac{\text{Graduates}}{\text{Graduates} + \text{Dropouts} + \text{Other Completers} + \text{Continuing Students}} \)
  - The denominator represents the cohort

- Cohort Dropout Rate:
  - \( \frac{\text{Dropouts}}{\text{Graduates} + \text{Dropouts} + \text{Other Completers} + \text{Continuing Students}} \)
  - Because Other Completers and Continuing Students are excluded from the Dropout count, these two rates do not add to 100%
Other Rates

- **Event** (Single Year) Dropout Rate
  - How many students who started (entered during) the school year dropped out?
  - Calculated by USBE

- **Status** Rate (Prevalence):
  - How many persons are high school (or college) graduates at a point in time?
  - Published by the Bureau of the Census from their own survey data
Graduates:
High School Completion Status Codes

- **GA = Alternate Diploma** (only for Special Ed 1% students)
- **GC = Carnegie Units** (via Adult Education)
- **GM = Military** (waiver when otherwise impossible to complete on time because of timing of moving and difference in requirements)
- **GR = Regular graduate**
- **GQ = Completed Advanced Math Requirement**
Early Graduates: Exit Codes

To generate funding, an Early Graduate exit code must be associated with one of the five Graduate codes in the High School Completion Status field:

- 11 = Grade 11 (or earlier)
- All the rest refer to Grade 12
  - Q1 = 1st quarter
  - Q2 = 2nd quarter
  - Q3 = 3rd quarter
  - T1 = 1st trimester
  - T2 = 2nd trimester
OG = Other Graduate Exit Code

- To handle miscellaneous situations where early graduation does not apply
- Must be associated with one of the five Graduate codes or one of three Other Completer codes (G3, CT, AO)
Other Completers: Neither graduate nor dropout

- AO = Aged Out (only for Special Ed students)
- CT = Certificate of Completion (according to LEA requirements)
  - This is probably the best option if student exits with an associate’s degree but not a diploma
- G3 = Graduate based on IEP requirements (contrast with GA)
- GG = Graduate based on passing GED
  - Treated as Other Completer in graduation rate denominator
  - Excluded from dropout rate denominator
Continuing Students:
Not counted as dropouts

- HE = Transferred to Higher Education
- UC = Transferred to Utah System of Technical Colleges
Continuing Students:
Who may become dropouts #1

- If one of the following codes is attached to the last known record of a student, that is, the student does not reappear in the state system by September 30 of the following school year, the student will be treated as a dropout
  - RA = Retained senior on path to an Alternate Diploma
  - RT = Retained senior (excluded from graduation rate denominator for accountability)
    - Unlike the new PR code, “continuing” in this case means continuing beyond Grade 12, that is, the year the student’s cohort was expected to graduate
Continuing Students:
Who may become dropouts #2

- TD = **Transferred** to another school within LEA
- TS = Transferred to another LEA within the state
- TT = Transferred to another track within the school
- TN and TR are also included here but the first should be retired and the second is redundant with TS
Dropped Out: Even if they return to the same school the next year #1

- AE = Transferred to Adult Education (more later)
- DO = Dropped Out
- EX = Expelled
- GE = Exit to take GED
  - GG should not be used unless evidence is provided that the student actually passed
Dropped Out: Even if they return to the same school the next year #2

- GP = Graduation pending
  - Use only when student — almost always a 12th grader — is expected to complete graduation requirements during the summer prior to September 30
  - Must submit an S1-X update or historical change request to change status to graduate

- UN = Unknown
- WD = Withdrew
Transferred to Adult Education: Complication #1

- The issue discussed on this and the following slide has not yet been definitively resolved; contact Aaron.Brough@schools.utah.gov for the latest information.
- Sending a student to adult ed does not necessarily make the student a dropout for the sending LEA
- Enrolling the student in adult ed does not necessarily make the receiving LEA responsible for the eventual outcome
- A student who simply leaves the public K12 system and enrolls in adult education is a dropout and should be given an exit code of AE,
  - But there’s an exception when a public school continues to “monitor” the student’s progress in the adult ed program
Transferred to Adult Education: Complication #2

- An example is a **cooperative arrangement** between a public school district and a community based organization or another public school district that provides adult ed for students referred directly by the district. The **referring district remains accountable** and counts as dropouts the referred students who do not complete the adult ed program; the **receiving CBO or district is not accountable** for the student’s eventual high school outcome.

- A recent specific example in Utah occurred when an IEP team determined that it was in the best interest of a transitioning student to enroll in adult education.

- In this case, a student coded AE might be treated as an Other Completer instead of a Dropout; a new code in the Resident Status field would indicate the different context of interpretation.

- Adapted from [EDFacts File Specification 032 – Dropouts v15.0](https://example.com) (p. 5)
Excluded: Must be supported by written documentation

- “Excluded” from denominator (measure of size of cohort)
- CH = Transferred from charter to home school (redundant with TH)
- DE = Died
- FE = Participated in foreign exchange (Foreigner coming or American going)
- TC = Transferred out of country
- TH = Transferred (from district) to home school
- TO = Transferred out of Utah to another state
- TP = Transferred to private school
- WM = Withdrew for medical reasons
- WP = Withdrew from preschool
Among findings, USBE did **not** have sufficient processes to ensure that:

- Students identified as graduates by LEAs met state graduation requirements
- LEAs maintained adequate documentation for students removed from cohort, that is, excluded from denominator — this was the greater concern

**Calculating and Reporting Graduation Rates in Utah** (November 27, 2018)
Adequate Documentation #1: Federal Guidance

- **ESSA High School Graduation Rate Non-Regulatory Guidance** (Jan 2017)
  - “Before a student is removed from a cohort [assigned one of the codes above], a[n] … LEA must have written confirmation that [the] student has transferred ….” (B-11)
  - “If, after multiple attempts, an LEA cannot obtain official written confirmation that a student has transferred out … the student may not be removed from the cohort” [assigned one of the codes above] (B-16; emphasis added)

- Details on application in Utah:
  - Transfer Student Documentation (Compliance) Audit
  - **Guide for Agreed Upon Procedures Engagements for Local Education Agencies** (May 2018; p. 9ff)
Adequate Documentation #2: Transfer Student Audit

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

- "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.” (AUP, 2018, p. 12)
Alternate Diploma #1: RA and GA 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
- RA: “Retained senior on path to an Alternate Diploma”
  - Contrast with RT for students on path to a regular diploma
  - Triggers cohort reassignment
- 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

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 #2: 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.
Alternate Diploma #3:
GA as Graduate

- 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.
- Student is included in the 4-year rate calculation for the cohort in which they finally end up.
5-Year Graduation Rate #1: 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 #2: 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
Graduation Rate Reports: via Data Gateway #2

- We hope to:
- Provide a report specifically to help you track Alternate Diploma RA and GA students; and
- Expand educator access to 4-year and 5-year graduation rate reports by modifying role authorization