SUMMER OASIS 2013
STUDENT LEVEL
DATA HANDBOOK FOR
SCHOOLS AND DISTRICTS

Include every student who has attended at any time from
July 1, 2012 to June 30, 2013

Due Date: July 15, 2013

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2013 Changes

(All new changes will be highlighted in green)

New Errors or Warnings:

Rule ID #74725 – Homeless Resident has a value, Homeless Student does not – is an error
Rule ID #74744 – Attendance & Membership required for all enrolled K-12 students – is an error
Rule ID #74764 – Student cannot have two overlapping records at one school – is an error
Rule ID #74765 – K-12 Student in Fall OASIS with Days > 0 not submitted – is an error
Rule ID #74766 – Student was reported in Participation Rate but not Summer OASIS – is an error
Rule ID #74767 – Grade level reported in Fall OASIS does not match Summer OASIS – is a warning

New Code:

LEP Language (Field 24) – Code **47** is **Somali**

For further information, contact:

Eric Caldwell, Research Analyst III
Department of Education & Early Development
Telephone: (907) 465-8435
FAX: (907) 465-8400
Email: eric.caldwell@alaska.gov

Dates to remember:
Due: July 15, 2013
Preferred by: June 30, 2013
Late/Incomplete Notification to Director of Assessments: July 30, 2013

Instructions

1. Districts will submit the data elements defined in this data dictionary for each student who was enrolled in your school district during the 2012-2013 school year through the State Report Manager (SRM) at https://srm.eed.state.ak.us/srm

   Note: Students that have dropped out or transferred during the summer of 2012 should be reported, but with blank Entry and Exit Dates. For summer dropouts, use an Entry Type of 0 and an Exit Type of 0. (*See FAQ #15 for further clarification.)* For summer transfers, use an Entry Type of 0 and the Exit Type that matches the type of student transfer and leave AgDA and AgDM null. *(See FAQ #39 for further clarification.)*

   To accommodate the different computer systems in Alaska and to facilitate data reporting, districts have two file format options for reporting data:
   - Tab-delimited (.TXT)
   - Comma-separated (.CSV)

   For further instructions on submitting through SRM, please see Appendix G. Additionally, this year the Department of Education and Early Development (EED) is providing a test environment for SRM at https://srmtest.eed.state.ak.us/srm. If your district is unable to submit the file using SRM contact Eric Caldwell (eric.caldwell@alaska.gov) for assistance.

2. After the completed data file is submitted, you will immediately receive a validation summary report that lists errors that need to be corrected and warnings where verification is needed.

3. Make corrections in original file.

   For list of validation rules and error message details, please see Appendix H.

4. Re-submit corrections through SRM. Repeat steps 1-3 until data is free of errors.

5. Certify/verify data is accurate through SRM.

   Data is due to EED by July 15th.
   The due dates for the receipt of the data by EED are critical to meeting the deadlines for preparing the preliminary data for district review by July 1 and for preparing the final data by August 15.

   To ensure that the July 1 Preliminary Reports include the attendance and graduation information, we encourage districts to submit the completed Summer OASIS files by the last week of June. If this is not possible, preliminary attendance rate and graduation rate data must be submitted via the Report Card to the Public Data Collection spreadsheet to be included with the Preliminary Reports. The Graduation Rate and the Attendance Rate are included in the new accountability system in the ASPI calculations. The final ASPI results are scheduled to be released on or around August 15th, 2013. Districts that have not submitted their Graduation Rate and/or Attendance Rate information risk having 0% reported for these indicators which will negatively impact the index score and may cause additional consequences for the school.

   Note: The State Report Manager (SRM) is an online automated data collection process where you will upload your file and receive immediate data validation.

Data Elements

(New text in green)

Status	Element Number	Element Description
REQUIRED	**1**	**Alaska Student Identification Number** Student's unique Alaska Student Identification number. No student data will be accepted without a valid student ID number. The student's birth date must also match the associated student ID number. Example — Description 999999 — Leading zeros are no longer required but are acceptable
OPTIONAL	**2**	**District Student Identification Number** Unique student identifier the school district uses internally to identify individual students. **Note:** This number is not to be confused with the Alaska Student Identification number.
REQUIRED	**3**	**Student Name – Last** Student's last name
REQUIRED	**4**	**Student Name – First** Student's first name
REQUIRED	**5**	**Student Name – Middle (or Middle Initial)** Student's middle name or initial **Note:** Do not include Jr., Sr., II, III, commas, etc., in elements 3, 4, or 5. If you do, the Student ID System will not match and will result in an error message being generated in Edit Report.
OPTIONAL	**6**	**Name Suffix** An appendage, if any, used to denote a student's generation in his family (*e.g.*, Jr., Sr., II, III). Periods are acceptable**.**
REQUIRED	**7**	**City/Town/Village** Name of the city, town, or village where the student lives.
REQUIRED	**8**	**Zip Code** Zip or postal code where the student lives, *excluding delimiters or blank spaces*.
REQUIRED	**9**	**Birth Date** Student's date of birth Format: MM/DD/YY or MM/DD/YYYY
REQUIRED	**10**	**Gender** Student's gender Code — Description F — Female M — Male

Status	Element Number	Element Description
REQUIRED	**11**	**Race or Ethnicity** Student's racial or ethnic background Code — Description 1 — White (Caucasian) 2 — African American 3 — Hispanic (All Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race) 4 — Asian 5 — American Indian 6 — Alaska Native 7 — Two or More Races (Do not include individuals that have identified themselves as Hispanic/Latino) 8 — Native Hawaiian or Pacific Islander *(Please see Appendix B for Race/Ethnicity Descriptions and for the new Race/Ethnicity coding guidance.)* **Note:** For ASPI purposes, American Indian and Alaska Native will be combined and reported as one category (Alaska Native and American Indian). Asian and Native Hawaiian or Pacific Islander will also be combined and reported as one category (Asian and Pacific Islander) for ASPI purposes.
REQUIRED	**12**	**School Identification Number** School code as assigned by EED. The first two digits represent the district number while the last four digits represent the school number. Leading zeros are not required but are acceptable. *(Please see Appendix A for School Numbers)*
REQUIRED	**13**	**Student Grade Level** This is a code identifying the grade level of the student. A leading zero is not required, but is acceptable for Codes 1-9. Code — Description PK — Pre-Kindergarten KG — Kindergarten 01 — First grade 02 — Second grade 03 — Third grade 04 — Fourth grade 05 — Fifth grade 06 — Six grade 07 — Seventh grade 08 — Eight grade 09 — Ninth grade 10 — Tenth grade 11 — Eleventh grade 12 — Twelfth grade AD — Adult (HSGQE only) *(See FAQ #39 under General Questions)*

Status	Element Number	Element Description
REQUIRED	**14**	**Disability** This code is used to identify children with disabilities receiving special education and related services according to an individualized education program (IEP). A leading zero for codes 0-9 is not required but is acceptable. **Note:** Codes 2-14 should include all children who had an IEP on file and received special education services at any time during July 1, 2012 to June 30, 2013 Code Description 00 Not receiving special education services 02 Cognitive Impairment 03 Hearing Impaired – Includes Deaf 04 Speech or Language Impairment 05 Visual Impairment 06 Emotional Disturbance 07 Orthopedic Impairment 08 Other Health Impairment 09 Specific Learning Disability 10 Deaf-Blindness 11 Multiple Disabilities 12 Autism 13 Traumatic Brain Injury 14 Developmentally Delayed *(See FAQ #4 under Special Education Questions. For Disability Definitions, please see Appendix I.)*
REQUIRED	**15**	**IEP in Place on July 1** This code is used to identify students who had an IEP in place **in Alaska** on July 1, 2012. **Note:** A Y(es) or N(o) entry here requires a Disability Code 2-14 be present. Code Description Y Yes – this student had an IEP in place **in Alaska** on July 1, 2012. Include any student who was being served under IDEA Part B last year, who returned this year and is still being served by special education. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2012. N No – although this student was on an IEP at some point during the reporting period (July 1, 2012 to June 30, 2013), it was not in place on July 1, 2012 **in Alaska**. In other words, this student arrived after July 1, 2012 or did not receive an IEP until after July 1, 2012. X This student was not on an IEP at any point during the reporting period. *(See FAQ #5 & 6 under Special Education Questions)*

Status	Element Number	Element Description
REQUIRED	**16**	**Transfer to General Education** This code is used to identify students with an IEP who transfer to general education at some point during the reporting period. **Note:** A Y(es) or N(o) entry here requires a Disability code 2-14 be present. Code — Description Y — Yes - this student had an IEP in place at some point during the reporting period, then transferred to general education sometime during the period of July 1, 2012 to June 2013. This means the student is **still in school**, but no longer receiving special education services. Students who leave special education because they left school (graduated, dropped out, etc.) should not be marked Y based on these exit events. N — No - this student has an IEP and did not transfer to general education sometime during the period of July 1, 2012 to June 30, 2013. In other words, this student continues to be served under IDEA, Part B. X — This student is not a special education student. *(See FAQ #7 under Special Education Questions)*
CONDITIONAL	**17**	**Transfer to General Education Date** Used only if Transfer to General Education = Y This is the date that the student with an IEP transferred to general education during the reporting period (July 1, 2012 to June 30, 2013). Format: MM/DD/YY or MM/DD/YYYY **Note:** An entry here requires that a Disability code 2-14 be present.
CONDITIONAL	**18**	**Entry Date** This indicates the initial date of attendance on which a student enrolled in school and began to receive instructional services during the current school year. For students who enter at the beginning of the school year, list the first official day of student attendance. If the student entered and exited multiple times during the school year, a separate record should be created for each occurrence. Additional records must include the actual date of re-entry for each specific occurrence. *(see FAQ #36 for more information on multiple entry/exits)*. Leave blank for Prior Summer Graduates *(FAQ #12)*, Summer Dropouts *(FAQ #16)*, Summer Transfers *(FAQ #39)*, and former students who graduated with a regular diploma after passing the HSGQE. Format: MM/DD/YY or MM/DD/YYYY
REQUIRED	**19**	**Entry Type** This is the process by which a student enters a school during the current school year. For the purposes of this data collection, **every** school entry by the student during the current school year must be included. A leading zero for Codes 1 - 9 is not required but is acceptable. **Note(s):** Students receiving a diploma may be counted only once in the July 1- June 30 window.

Status	Element Number	Element Description
		Do not report an entry for a student who is promoted or demoted in grade mid-year unless the student entered a different school within the district (in that case, use Code 1). Code — Description 0 — Non-enrolled student. Includes: Summer Dropout, Summer Graduate, Former Student graduating with a regular diploma after passing the HSGQE, or Interstate Compact graduate. *(See FAQs 12, 13, 14, and 16.)* 1 — Transfer from a public school in the same school district 2 — Transfer from a public school in a different school district within Alaska 3 — Transfer from a public school in a different state or country 4 — Transfer from home schooling (non-district sponsored) 5 — Transfer from a private school 6 — Transfer from an institution (with an educational program) 7 — Re-Entry after a voluntary withdrawal from same school (e.g., prolonged illness, temporary disability, or dropping out) 8 — Re-Entry after an involuntary withdrawal from same school (e.g., expulsion) 9 — Initial Entry for school year (student is new to the school – this includes students such as former elementary students who are now in a physically different middle/high school for the first time) 10 — Returning Student (was enrolled at the same school at the end of the preceding school year) *(See FAQs 33 through 38 under Entry/Exit Questions for more clarification.)*
CONDITIONAL	**20**	**Exit/Withdrawal Date** This indicates the final date of attendance before the student officially exits school. If the student entered and exited school multiple times during the school year, a separate record should be created for each occurrence. When a student enters and withdraws from the same school more than once in a school year, the exit date must reflect the final date of attendance for each specific occurrence *(see FAQ #36 for more information on multiple entry/exits).* For those students who are expected to continue on in school the next school year, use the official last day of school. For students who left school before the end of the school year, use the date on which it became known officially that student left school. **For Prior Summer Graduates and for former students who received a regular diploma through passing the HSGQE, enter the date of graduation *(see FAQ #13).*** Format: MM/DD/YY or MM/DD/YYYY **Note:** Leave blank for Interstate Compact graduates *(See FAQ #14)* and Summer Dropouts *(see FAQ #16).*
REQUIRED	**21**	**Exit/Withdrawal Type** This is used to indicate the circumstances under which the student exited from membership in a school at the end of the school year or earlier. A leading zero for Codes 1 - 9 is not required but is acceptable. **Note(s):** Students receiving a diploma should be counted only once in the July 1- June 30 window. Do not report an exit for a student who is promoted or

Status	Element Number	Element Description
		demoted in grade mid-year unless the student is entered a different school within the district (in that case, use Code 1). Code — Description 0 — Summer Dropout *(see FAQ # 16)* 1 — Transfer to a public school in the same school district. 2 — Transfer to a public school in a different school district within Alaska 3 — Transfer to a public school in a different state or country. 5 — Transfer to a private school. 6 — Transfer to an institution (with an educational program). 7 — Graduated with regular diploma. 8 — Graduated with regular diploma *under a waiver***.** *Students graduating under a waiver must qualify under 4 AAC 06.772. District must have written proof of acceptance under the waiver.* 9 — Completed school with other credentials *(a student who has received a certificate of achievement in lieu of a high school diploma).* 10 — Death 11 — Student reached maximum age for services and did not receive a diploma or 12th grade certificate of achievement. A general education student is of school age until reaching the age of 20 (*AS 14.03.070*). A student with a disability may receive services until reaching the age of 22 (*AS 14.30.180*). This code may only be used when a student will be statutorily ineligible for services in the 2012-2013 school year. *(See FAQ #8)*. 12 — DROPPED OUT (Discontinued Schooling); Reasons include: pursuing GED, entering military, employment, family problems, pregnancy, alcohol/drug dependency, failing, truancy, administrative drop, expulsion due to behavior, illness, transfer to non-district sponsored home schooling, or left for unknown reasons without a formal request for transfer of records (include kindergarteners who discontinue). *(See FAQ #15 for more clarification on dropouts.)* 13 — Ended year as a 12th grader and is expected to return next school year as a 12th grader. 14 — Ended year as a PK-11th grader and is expected to continue on the next school year (a regular returning student). 15 — Prior summer graduate enrolled in 2011-2012, received diploma during July or August 2012 *(see FAQ # 12).* 16 — Former student (not enrolled) who passed HSGQE and received a diploma *(see FAQ #13).* 17 — Not the primary school *(This code is to be used only when there are multiple records for a student that is graduating. This code will discern which school will not be credited with the graduation. See FAQ #9)* 18 — Student receiving Special Education services who received a certificate of achievement in a previous year and returned to school for only Special Education transition services this year. To use this code, the student must have a disability code 2-14 and must have received a certificate of achievement in a previous school year). *(See FAQs 34 through 39 under Entry/Exit Questions for more clarification.)*

Status	Element Number	Element Description
REQUIRED	**22**	**Enrollment – Last Day of School** Identify if the student was enrolled on the last day of the school year for this student's row/record. A Y(es) entry will be questioned if the student has been previously exited from the school and not re-entered. Code — Description Y — Yes - this student was enrolled the last day of school for this student row/record. N — No - this student was not enrolled the last day of school for this student row/record.
REQUIRED	**23**	**LEP Status** Indicate whether or not the student has been identified as a Limited English Proficient (LEP) student. Student with codes of L1, LP or LT will be considered "LEP = Yes" students for the current school year. Students with a code of LT are exited from LEP status at the end of the school year and will be in monitoring status at the beginning of the next school year. Students with codes of M1 or M2 are *former* LEP students in monitoring status and will have their scores included in the LEP subgroup only for ASPI purposes. Students with a code of X are not considered LEP students. Enter a comment in the Notes field for any LEP students with any of the following situations to describe the specific situation: 1) student has been re-identified as LEP in the current school year after reaching proficiency in a previous year, 2) current LEP student that did not take the ELP assessment, or 3) for L1 student who did not take the annual ELP assessment, enter the date of initial identification as an LEP student. Also enter any comments in the Notes field to explain any other special circumstances relating to the LEP status of a student. *(Please see Appendix D for LEP definition)* *(See FAQs 28 through 33 under LEP Questions for more clarification.)* Code — Description L1 — First year of identification as an LEP student. Student meets definition of LEP and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency. LP — Student is a continuing LEP student that has been identified as LEP in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency. LT* — LEP student who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year. M1 — First year of monitoring for a former LEP student. The student should have had a code of LT at the end of previous school year in the Summer OASIS data submission. M2 — Second year of monitoring for a former LEP student. Student

Status	Element Number	Element Description
		should have had a code of M1 at the end of previous school year in the Summer OASIS data submission. X Not identified as an LEP student (includes former LEP students who have completed two years in monitoring status). * **Note**: Districts must use the ELP data results to determine which students have met the exit criteria before submitting Summer OASIS. To meet the exit criteria and be marked as LT, the LEP student must obtain a composite score of 5.0 or higher on Tier B or Tier C of the ACCESS for ELLs *and* a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening.
REQUIRED	**24**	**Bilingual/LEP Language Type** Designate the native language of an LEP student. Native language may also be called the primary, first, or home language of a student whose native language is not English or whose language of influence is not English. **Note(s):** If student is not an LEP student use code 99. If using code 30-Other, enter the Language Type in the Notes field. Code — Description 31 Albanian 2 Aleut (includes Alutiiq, Sugcestun, and Unangan 4 Arabic 5 Athabascan (includes all dialects: Ahtna, Degxinag, Denaina, Gwich'in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana) 7 Cambodian 8 Chinese (includes Cantonese) 41 French 11 Filipino (includes Tagalog) 32 German 33 Haida 34 Hawaiian 13 Hmong 15 Inupiaq 16 Japanese 17 Korean 19 Laotian 35 Mein 20 Native American (includes Navajo and other languages) 45 Nilo-Saharan (includes Nuer) 42 Palauan 43 Polish 44 Portuguese 22 Russian 24 Samoan 47 Somali 25 Spanish 36 Thai 27 Tlingit

<table>
<tr><th>Status</th><th>Element Number</th><th>Element Description</th></tr>
<tr><td></td><td></td><td>37 Tongan
28 Tsimshian
38 Ukrainian
46 Urdu
29 Vietnamese
6 Yup’ik (includes all dialects: Central Yup’ik, Cup’ik, and Siberian Yup’ik)
30 Other (place the Language Type in the Notes field)
99 Not an LEP student</td></tr>
<tr><td>REQUIRED</td><td>25</td><td>Former LEP Student Academic Progress
Indicate the local academic progress of a former LEP student.
Note: For former LEP (M1 or M2) students in grades KG, 1, 2, 11 & 12 a Y or N is required. (See FAQ #33 under LEP Questions)

<table><tr><td>Code</td><td>Description</td></tr><tr><td>Y</td><td>Former LEP student met local criteria for academic progress.</td></tr><tr><td>N</td><td>Former LEP student did not meet local criteria for academic progress.</td></tr><tr><td>X</td><td>Not a former LEP student or not a former LEP student in grades KG, 1, 2, 11, or 12.</td></tr></table></td></tr>
<tr><td>REQUIRED</td><td>26</td><td>Aggregate Days Attendance (AgDA)
This is used to indicate the total number of days that the student attended and was present. A student is considered present only if physically present at the school or engaged in school activity even if the activity is away from the school.
Note(s):
AgDAs that are greater than the official district/school calendar days will be questioned, unless the school is a correspondence school, alternative school, or youth facility.
Do not include Inservice Days, Teacher Work Days, Holidays, Vacation Days, and Parent Teacher Days that do not meet the state minimum requirement.
Partial day attendance is allowed, as defined by 4 AAC 06.895.
Please report to the hundredth decimal point (999.99).
(See FAQ #2 for more information on calculating AgDA)</td></tr>
<tr><td>REQUIRED</td><td>27</td><td>Aggregate Days Membership (AgDM)
This is used to indicate the total number of days that the student was enrolled (meaning days present and absent).
Note(s):
AgDMs that are greater than the official district/school calendar days will be questioned, unless the school is a correspondence school, alternative school, or youth facility.
Do not include Inservice Days, Teacher Work Days, Holidays, Vacation Days, and Parent Teacher Days not meeting the state minimum requirement.
Please report to the hundredth decimal point (999.99).
(See FAQ #2 for more information on calculating AgDM)</td></tr>
<tr><td>REQUIRED</td><td>28</td><td>Economically Disadvantaged (Low-Income)
This identifies students that are eligible during any portion of the reporting period for free or reduced-price school meals under the department's Alaska</td></tr>
</table>

<table>
<tr><th>Status</th><th>Element Number</th><th>Element Description</th></tr>
<tr><td></td><td></td><td>Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.802.
(Please see Appendix C for Free and Reduced Lunch authorization)

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student is economically disadvantaged (low-income).</td></tr>
<tr><td>N</td><td>No, this student is not economically disadvantaged (low-income).</td></tr>
</table></td></tr>
<tr><td>REQUIRED</td><td>29</td><td>Migrant (Title IC)
This indicates whether or not the student has been certified as an eligible migrant student through the migrant student identification and recruitment process during any portion of the reporting period. Include all eligible migrant students whether or not the students received services from the migrant program (please see Appendix K for a definition of migrant student).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student is certified as an eligible migrant student</td></tr>
<tr><td>N</td><td>No, this student is not certified as an eligible migrant student</td></tr>
</table></td></tr>
<tr><td>REQUIRED</td><td>30</td><td>Title IA Student (Targeted Assistance – not Schoolwide)
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>31</td><td>Title IA Targeted Assistance Services – Mathematics
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in mathematics.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in mathematics.</td></tr>
</table></td></tr>
</table>

<table>
<tr><th>Status</th><th>Element Number</th><th>Element Description</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>CONDITIONAL</td><td>32</td><td>Title IA Targeted Assistance Services – Reading/Language Arts
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in reading/language arts.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>33</td><td>Title IA Targeted Assistance Services – Science
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in science.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>34</td><td>Title IA Targeted Assistance Services – Social Studies
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in social studies.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>35</td><td>Title IA Targeted Assistance Services – Vocational/Career
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in vocational/career.</td></tr>
</table>

<table>
<tr><th>Status</th><th>Element Number</th><th>Element Description</th></tr>
<tr><td></td><td></td><td>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).
<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>36</td><td>Title IA Targeted Assistance Services – Other Instructional Services
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive other instructional services.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).
<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in other instructional services.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in other instructional services.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>37</td><td>Title IA Targeted Assistance Services – Health, Dental, Eye Care
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive support services in health, dental, or eye care.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).
<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in health, dental or eye care.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in health, dental or eye care.</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>38</td><td>Title IA Targeted Assistance Services – Supporting Guidance/Advocacy
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive support services in supporting guidance/advocacy.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</td></tr>
</table>

<table>
<tr><th>Status</th><th>Element Number</th><th>Element Description</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in supporting guidance/advocacy.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in supporting guidance/advocacy.</td></tr>
</table>
</td></tr>
<tr><td>CONDITIONAL</td><td>39</td><td>
Title IA Targeted Assistance Services – Other Support Services
This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive other support services.
Note: Do not include students in Schoolwide Title 1 schools (code those students as N).

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.</td></tr>
<tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.</td></tr>
</table>
</td></tr>
<tr><td>REQUIRED</td><td>40</td><td>
Immigrant Student
This identifies students who are identified as immigrants at any time during the school year 2012-2013. The term ‘immigrant children and youth’ means individuals who 1) are aged 3 through 21; 2) were not born in any state (including the District of Columbia or Puerto Rico); and, 3) have not been attending one or more schools in any one or more states for more than three full academic years. [NCLB 3301(6)] An immigrant student may or may not be identified as a limited English proficient (LEP) student.

<table>
<tr><th>Code</th><th>Description</th></tr>
<tr><td>Y</td><td>Yes, this student was identified as an immigrant student at some time during the school year 2012-2013.</td></tr>
<tr><td>N</td><td>No, this student was not identified as an immigrant student at any time during the school year 2012-2013.</td></tr>
</table>
</td></tr>
<tr><td>CONDITIONAL</td><td>41</td><td>
Immigrant Student - First U.S. School Entry Date
If the student was identified as an immigrant, enter the date of first known entry into a United States school.
Note: If student records indicate the student was enrolled in a school in another state (including the District of Columbia or Puerto Rico), or another district in Alaska, enter the month and year if known. If not, enter the first date of entry into a school in the current district.
Format: MM/YY or MM/YYYY
</td></tr>
<tr><td>REQUIRED</td><td>42</td><td>
Homeless Student (grades PK-12)
This identifies whether this student enrolled in a public school and identified as
</td></tr>
</table>

Status	Element Number	Element Description
		a homeless child or youth at any time during the regular school year 2012-2013. *(See Homeless Definition, Appendix F)* Code: Description Y: Yes, this student was identified as a homeless child or youth at some time during the regular school year 2012-2013. N: No, this student **was not** identified as a homeless child or youth at any time during the regular school year 2012-2013.
CONDITIONAL	**43**	**Homeless Student – Primary Nighttime Residence** This identifies the student's primary nighttime residence at the time of initial identification of homelessness. (*See Homeless Definition, Appendix F)* Code: Description 1: Shelters, transitional housing, awaiting foster care 2: Doubled-up (e.g., living with another family, couch surfing, etc.) 3: Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing) 4: Hotels/Motels
CONDITIONAL	**44**	**Target Cohort Graduation Year (All High School Students)** This identifies the student's Target Cohort Graduation Year. The target year is determined by identifying when a student enters grade 9 for the first time then calculating the expected graduation date based on a normal four-year progression (*i.e.*, if a student enters grade 9 for the first time during the 2012-2013 school year, the Target Cohort Graduation Year is 2016). Code: Description 2016: First time grade 9 student in 2012-2013 2015: First time grade 9 student in 2011-2012 2014: First time grade 9 student in 2010-2011 2013: First time grade 9 student in 2009-2010 2012: First time grade 9 student in 2008-2009 2011: First time grade 9 student in 2007-2008 2010: First time grade 9 student in 2006-2007 2009: First time grade 9 student in 2005-2006
CONDITIONAL	**45**	**Collegiate Performance Scholarship Eligibility (Graduates Only)** This identifies if a student is eligible for the Performance Scholarship (see *Appendix J* for the scholarship checklist and detailed information on the scholarship program) at the collegiate level. Districts will review scholarship decision making criteria (GPA, course work, ACT or SAT scores) for each student to determine eligibility and award level. All graduates with exit codes 7, 8, 15, or 16 must have one of the following codes. Code: Description 0: Not eligible for an award 1: First Award Level (up to $4,755/year) 2: Second Award Level (up to $3,566/year) 3: Third Award Level (up to $2,378/year)

<table>
<tr><th>Status</th><th>Element Number</th><th>Element Description</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>CONDITIONAL</td><td>46</td><td>Career/Technical Performance Scholarship Eligibility (Graduates Only)
This identifies if a student is eligible for the Performance Scholarship (see Appendix J for the checklist and detailed information on the scholarship program) at the collegiate level. Districts will review scholarship decision making criteria (GPA, course work, WorkKeys scores) for each student to determine eligibility and award level. All graduates with exit codes 7, 8, 15, or 16 must have one of the following codes.
<table>
<tr><td>Code</td><td>Description</td></tr>
<tr><td>0</td><td>Not eligible for an award</td></tr>
<tr><td>1</td><td>First Award Level (up to $4,755/year)</td></tr>
<tr><td>2</td><td>Second Award Level (up to $3,566/year)</td></tr>
<tr><td>3</td><td>Third Award Level (up to $2,378/year)</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>47</td><td>Academic Option (APS Eligible Students Only)
This identifies whether an APS eligible student is qualified for scholarship funding through the Math and Science academic track, the Social Studies and Language academic track, or both.
<table>
<tr><td>Code</td><td>Description</td></tr>
<tr><td>1</td><td>Math and Science</td></tr>
<tr><td>2</td><td>Social Studies and Language</td></tr>
<tr><td>3</td><td>Both</td></tr>
</table></td></tr>
<tr><td>CONDITIONAL</td><td>48</td><td>Grade Point Average (APS Eligible Students Only)
This identifies the student’s grade point average, rounded to the nearest one hundredth of a point (e.g., “3.25”), as used to determine eligibility for the Performance Scholarship.</td></tr>
<tr><td>OPTIONAL</td><td>49</td><td>Notes
Districts may use this optional field to make notes about data entered in the record. Please use this field to explain unusual situations and for Other Language Types as directed in element 24.
This field may not be used as a substitute for entering required data in prior fields.</td></tr>
</table>

Appendix A: District and School Numbers (Open Schools)

Red indicates a new school for 2012-2013.

District ID	District Name	School Number	School Name
3	Alaska Gateway	38010	Alaska REACH Academy
3	Alaska Gateway	30010	Dot Lake School
3	Alaska Gateway	30020	Eagle Community School
3	Alaska Gateway	30030	Mentasta Lake School
3	Alaska Gateway	30050	Tanacross School
3	Alaska Gateway	30070	Tetlin School
3	Alaska Gateway	30060	Tok School
3	Alaska Gateway	30040	Walter Northway School
4	Aleutian Region	40080	Adak School
4	Aleutian Region	40020	Yakov E. Netsvetov School
56	Aleutians East	560030	Akutan School
56	**Aleutians East**	**568010**	**Aleutians Correspondence Education School**
56	Aleutians East	560040	Cold Bay School
56	Aleutians East	560050	False Pass School
56	Aleutians East	560010	King Cove School
56	Aleutians East	560020	Sand Point School
5	Anchorage	50010	Abbott Loop Elementary
5	Anchorage	50020	Airport Heights Elementary
5	Anchorage	59100	Alaska Native Cultural Charter School
5	Anchorage	57010	Alaska State School for the Deaf & Hard of Hearing
5	Anchorage	51000	Alpenglow Elementary
5	Anchorage	59010	Aquarian Charter School
5	Anchorage	50240	Aurora Elementary
5	Anchorage	50980	Avail School
5	Anchorage	50050	Bartlett High School
5	Anchorage	50060	Baxter Elementary
5	Anchorage	50800	Bayshore Elementary
5	Anchorage	50820	Bear Valley Elementary
5	Anchorage	57100	Benson Secondary/S.E.A.R.C.H.
5	Anchorage	50070	Birchwood ABC Elementary
5	Anchorage	50970	Bowman Elementary
5	Anchorage	50080	Campbell Elementary
5	Anchorage	50100	Central Middle School of Science
5	Anchorage	50110	Chester Valley Elementary
5	Anchorage	50120	Chinook Elementary
5	Anchorage	50130	Chugach Optional Elementary
5	Anchorage	50150	Chugiak Elementary
5	Anchorage	50160	Chugiak High School
5	Anchorage	50560	Clark Middle School
5	Anchorage	50170	College Gate Elementary

District ID	District Name	School Number	School Name
5	Anchorage	50180	Creekside Park Elementary
5	Anchorage	57190	Crossroads School
5	Anchorage	50190	Denali Elementary
5	Anchorage	50200	Dimond High School
5	Anchorage	59080	Eagle Academy Charter School
5	Anchorage	50210	Eagle River Elementary
5	Anchorage	51130	Eagle River High School
5	Anchorage	50220	East High School
5	Anchorage	50300	Fairview Elementary
5	Anchorage	56010	Family Partnership Charter School
5	Anchorage	50880	Fire Lake Elementary
5	Anchorage	59050	Frontier Charter School
5	Anchorage	50360	Girdwood School
5	Anchorage	50370	Gladys Wood Elementary
5	Anchorage	51050	Goldenview Middle School
5	Anchorage	50380	Government Hill Elementary
5	Anchorage	50140	Gruening Middle School
5	Anchorage	50870	Hanshew Middle School
5	Anchorage	59060	Highland Tech High Charter School
5	Anchorage	50400	Homestead Elementary
5	Anchorage	50420	Huffman Elementary
5	Anchorage	50430	Inlet View Elementary
5	Anchorage	51010	Kasuun Elementary
5	Anchorage	51020	Kincaid Elementary
5	Anchorage	57110	King Career Center
5	Anchorage	50030	Klatt Elementary
5	Anchorage	51030	Lake Hood Elementary
5	Anchorage	50450	Lake Otis Elementary
5	Anchorage	57020	McLaughlin Secondary School
5	Anchorage	50940	Mears Middle School
5	Anchorage	51060	Mirror Lake Middle School
5	Anchorage	50480	Mountain View Elementary
5	Anchorage	50270	Mt. Spurr Elementary
5	Anchorage	50490	Muldoon Elementary
5	**Anchorage**	**57220**	**New Path High School, The**
5	Anchorage	51150	Nicholas J. Begich Middle School
5	Anchorage	50500	North Star Elementary
5	Anchorage	50510	Northern Lights ABC K-8 School
5	Anchorage	50520	Northwood ABC
5	Anchorage	50530	Nunaka Valley Elementary
5	Anchorage	50550	Ocean View Elementary
5	Anchorage	50540	O'Malley Elementary
5	Anchorage	50250	Orion Elementary School

District ID	District Name	School Number	School Name
5	Anchorage	50990	Polaris K-12 School
5	Anchorage	50580	Ptarmigan Elementary
5	Anchorage	50590	Rabbit Creek Elementary
5	Anchorage	50810	Ravenwood Elementary
5	Anchorage	59090	Rilke Schule Charter School
5	Anchorage	50600	Rogers Park Elementary
5	Anchorage	50610	Romig Middle School
5	Anchorage	50620	Russian Jack Elementary
5	Anchorage	57130	S.A.V.E. High School
5	Anchorage	50640	Sand Lake Elementary
5	Anchorage	50650	Scenic Park Elementary
5	Anchorage	50660	Service High School
5	Anchorage	51120	South Anchorage High School
5	Anchorage	50890	Spring Hill Elementary
5	Anchorage	50670	Steller Secondary School
5	Anchorage	50680	Susitna Elementary
5	Anchorage	50690	Taku Elementary
5	Anchorage	51110	Trailside Elementary
5	Anchorage	50700	Tudor Elementary
5	Anchorage	50710	Turnagain Elementary
5	Anchorage	50340	Ursa Major Elementary
5	Anchorage	50350	Ursa Minor Elementary
5	Anchorage	50720	Wendler Middle School
5	Anchorage	50730	West High School
5	Anchorage	57140	Whaley School
5	Anchorage	51040	William Tyson Elementary
5	Anchorage	50750	Williwaw Elementary
5	Anchorage	50760	Willow Crest Elementary
5	Anchorage	59070	Winterberry School
5	Anchorage	50770	Wonder Park Elementary
6	Annette Island	60020	Charles R. Leask Sr. Middle School
6	Annette Island	60040	Metlakatla High School
6	Annette Island	60030	Richard Johnson Elementary
7	Bering Strait	70040	Aniguiin School
7	Bering Strait	70080	Anthony A. Andrews School
7	Bering Strait	70010	Brevig Mission School
7	Bering Strait	70050	Diomede School
7	Bering Strait	70180	Gambell School
7	Bering Strait	70200	Hogarth Kingeekuk Sr. Memorial School
7	Bering Strait	70130	James C. Isabell School
7	Bering Strait	70070	Koyuk-Malimiut School
7	Bering Strait	70060	Martin L. Olson School
7	Bering Strait	70100	Shaktoolik School

District ID	District Name	School Number	School Name
7	Bering Strait	70110	Shishmaref School
7	Bering Strait	70120	Tukurngailnguq School
7	Bering Strait	70260	Unalakleet School
7	Bering Strait	70150	Wales School
7	Bering Strait	70160	White Mountain School
8	Bristol Bay	80010	Bristol Bay Middle/High School
8	Bristol Bay	80020	Naknek Elementary
9	Chatham	90010	Angoon School
9	Chatham	98010	Chatham Correspondence
9	Chatham	90030	Gustavus School
9	Chatham	90090	Klukwan School
9	Chatham	90050	Tenakee Springs School
10	Chugach	100030	Chenega Bay School
10	Chugach	108010	FOCUS Homeschool
10	Chugach	100010	Tatitlek Community School
10	Chugach	100020	Whittier Community School
11	Copper River	110030	Copper Center School
11	Copper River	110060	Glennallen Elementary
11	Copper River	110070	Glennallen Jr/Sr High School
11	Copper River	110100	Kenny Lake School
11	Copper River	110110	Slana School
11	Copper River	118010	Upstream Learning Correspondence
12	Cordova	120010	Cordova Jr/Sr High School
12	Cordova	120020	Mt. Eccles Elementary
13	Craig	136010	Craig Alternative High School
13	Craig	130020	Craig Elementary
13	Craig	130010	Craig High School
13	Craig	130030	Craig Middle School
13	Craig	138010	PACE Correspondence
14	Delta-Greely	140020	Delta Junction Elementary
14	Delta-Greely	140030	Delta Junction Sr. High School
14	Delta-Greely	148010	Delta-Greely Home School
14	Delta-Greely	140040	Fort Greely School
14	Delta-Greely	140090	Gerstle River School
14	Delta-Greely	147010	New Horizons High School
2	Denali	20010	Anderson School
2	Denali	20030	Cantwell School
2	Denali	28010	Denali PEAK
2	Denali	20040	Tri-Valley School
15	Dillingham	158010	Dillingham Correspondence School
15	Dillingham	150010	Dillingham Elementary
15	Dillingham	150020	Dillingham Middle/High School
16	Fairbanks	167010	Alternative Learning Systems

District ID	District Name	School Number	School Name
16	Fairbanks	160080	Anderson Elementary
16	Fairbanks	160380	Anne Wien Elementary
16	Fairbanks	160360	Arctic Light Elementary
16	Fairbanks	160170	Badger Road Elementary
16	Fairbanks	160020	Barnette Magnet School
16	Fairbanks	160090	Ben Eielson Jr/Sr High School
16	Fairbanks	169010	Chinook Montessori Charter School
16	Fairbanks	160400	Crawford Elementary
16	Fairbanks	160050	Denali Elementary
16	Fairbanks	169040	Effie Kokrine Charter School
16	Fairbanks	168010	Fairbanks B.E.S.T.
16	Fairbanks	167020	Fairbanks Youth Facility
16	Fairbanks	160180	Hunter Elementary
16	Fairbanks	167030	Hutchison High School
16	Fairbanks	160200	Joy Elementary
16	Fairbanks	160350	Ladd Elementary
16	Fairbanks	160060	Lathrop High School
16	Fairbanks	160230	Nordale Elementary
16	Fairbanks	160240	North Pole Elementary
16	Fairbanks	160130	North Pole High School
16	Fairbanks	160250	North Pole Middle School
16	Fairbanks	160010	Pearl Creek Elementary
16	Fairbanks	160410	Randy Smith Middle School
16	Fairbanks	160260	Ryan Middle School
16	Fairbanks	160270	Salcha Elementary
16	Fairbanks	169030	Star of the North Secondary School
16	Fairbanks	160220	Tanana Middle School
16	Fairbanks	160340	Ticasuk Brown Elementary
16	Fairbanks	160280	Two Rivers School
16	Fairbanks	160290	University Park Elementary
16	Fairbanks	169050	Watershed Charter School
16	Fairbanks	160070	Weller Elementary
16	Fairbanks	160210	West Valley High School
16	Fairbanks	160300	Woodriver Elementary
17	Galena	179010	Galena Interior Learning Academy (GILA)
17	Galena	178010	Interior Distance Education of Alaska (IDEA)
17	Galena	170010	Sidney C. Huntington Elementary
17	Galena	170020	Sidney C. Huntington Jr/Sr High School
18	Haines	180010	Haines Elementary
18	Haines	180020	Haines High School
18	Haines	188010	Haines Home School
18	Haines	180040	Mosquito Lake Elementary
19	Hoonah	190010	Hoonah Elementary

District ID	District Name	School Number	School Name
19	Hoonah	190020	Hoonah Jr/Sr High School
20	Hydaburg	208010	Hydaburg Correspondence School
20	Hydaburg	200010	Hydaburg School
21	Iditarod	210010	Blackwell School
21	Iditarod	210120	David Louis Memorial School
21	Iditarod	218010	Distance Learning/Corresp. Ctr.
21	Iditarod	210030	Holy Cross School
21	Iditarod	210090	Innoko River School
21	Iditarod	210060	McGrath School
21	Iditarod	210050	Takotna Community School
21	Iditarod	210080	Top of the Kuskokwim School
22	Juneau	220010	Auke Bay Elementary
22	Juneau	220020	Dzantik'i Heeni Middle School
22	Juneau	220030	Floyd Dryden Middle School
22	Juneau	220040	Gastineau Elementary
22	Juneau	220050	Glacier Valley Elementary
22	Juneau	220060	Harborview Elementary
22	Juneau	228010	HomeBRIDGE
22	Juneau	227020	Johnson Youth Center
22	Juneau	229010	Juneau Community Charter School
22	Juneau	220070	Juneau-Douglas High School
22	Juneau	220140	Mendenhall River Community School
22	Juneau	220100	Riverbend Elementary
22	Juneau	220150	Thunder Mountain High School
22	Juneau	227010	Yaakoosge Daakahidi Alt. H.S.
23	Kake	230010	Kake Elementary & High School
55	Kashunamiut	550010	Chevak School
24	Kenai Peninsula	249010	Aurora Borealis Charter School
24	Kenai Peninsula	240020	Chapman School
24	Kenai Peninsula	247010	Connections
24	Kenai Peninsula	240040	Cooper Landing School
24	Kenai Peninsula	249030	Fireweed Academy
24	Kenai Peninsula	247020	Homer Flex School
24	Kenai Peninsula	240080	Homer High School
24	Kenai Peninsula	240320	Homer Middle School
24	Kenai Peninsula	240010	Hope School
24	Kenai Peninsula	240420	Kachemak Selo School
24	Kenai Peninsula	249050	Kaleidoscope School of Arts & Sciences
24	Kenai Peninsula	240140	Kalifornsky Beach Elementary
24	Kenai Peninsula	247030	Kenai Alternative High School
24	Kenai Peninsula	240090	Kenai Central High School
24	Kenai Peninsula	240110	Kenai Middle School
24	Kenai Peninsula	247050	Marathon School

District ID	District Name	School Number	School Name
24	Kenai Peninsula	240030	McNeil Canyon Elementary
24	Kenai Peninsula	240120	Moose Pass School
24	Kenai Peninsula	240370	Mt. View Elementary
24	Kenai Peninsula	240060	Nanwalek School
24	Kenai Peninsula	240390	Nikiski Middle/Senior High School
24	Kenai Peninsula	240350	Nikiski North Star Elementary
24	Kenai Peninsula	240130	Nikolaevsk School
24	Kenai Peninsula	240150	Ninilchik School
24	Kenai Peninsula	240050	Paul Banks Elementary
24	Kenai Peninsula	240180	Port Graham School
24	Kenai Peninsula	240070	Razdolna School
24	Kenai Peninsula	240310	Redoubt Elementary
24	Kenai Peninsula	247060	River City Academy
24	Kenai Peninsula	240200	Seward High School
24	Kenai Peninsula	240500	Seward Middle School
24	Kenai Peninsula	240410	Skyview High School
24	Kenai Peninsula	240210	Soldotna Elementary
24	Kenai Peninsula	240300	Soldotna High School
24	Kenai Peninsula	240220	Soldotna Middle School
24	Kenai Peninsula	249040	Soldotna Montessori Charter School
24	Kenai Peninsula	240230	Sterling Elementary
24	Kenai Peninsula	240250	Susan B English School
24	Kenai Peninsula	240280	Tebughna School
24	Kenai Peninsula	240270	Tustumena Elementary
24	Kenai Peninsula	240380	Voznesenka School
24	Kenai Peninsula	240490	West Homer Elementary
24	Kenai Peninsula	240190	William H. Seward Elementary School
25	Ketchikan	258010	Fast Track
25	Ketchikan	250050	Fawn Mountain Elementary
25	Ketchikan	250010	Houghtaling Elementary
25	Ketchikan	259010	Ketchikan Charter School
25	Ketchikan	250020	Ketchikan High School
25	Ketchikan	257050	Ketchikan Regional Youth Facility
25	Ketchikan	250100	Point Higgins School
25	Ketchikan	257010	Revilla Jr/Sr High School
25	Ketchikan	250040	Schoenbar Middle School
25	Ketchikan	259020	Tongass School of Arts and Sciences Charter School
27	Klawock	270010	Klawock City School
28	Kodiak Island	280010	Akhiok School
28	Kodiak Island	280020	Chiniak School
28	Kodiak Island	280030	East Elementary
28	Kodiak Island	280040	Karluk School
28	Kodiak Island	280050	Kodiak High School

District ID	District Name	School Number	School Name
28	Kodiak Island	288010	Kodiak Island Correspondence
28	Kodiak Island	280070	Kodiak Middle School
28	Kodiak Island	280080	Larsen Bay School
28	Kodiak Island	280090	Main Elementary
28	Kodiak Island	280180	North Star Elementary
28	Kodiak Island	280100	Old Harbor School
28	Kodiak Island	280110	Ouzinkie School
28	Kodiak Island	280060	Peterson Elementary
28	Kodiak Island	280120	Port Lions School
29	Kuspuk	290011	Aniak Jr/Sr High School
29	Kuspuk	290010	Auntie Mary Nicoli Elementary
29	Kuspuk	290020	Crow Village Sam School
29	Kuspuk	290090	George Morgan Sr. H.S.
29	Kuspuk	290080	Gusty Michael School
29	Kuspuk	290070	Jack Egnaty Sr. School
29	Kuspuk	290030	Johnnie John Sr. School
29	Kuspuk	290040	Joseph S. & Olinga Gregory Elementary
29	Kuspuk	290050	Zackar Levi Elementary
30	Lake and Peninsula	300010	Chignik Bay School
30	Lake and Peninsula	300020	Chignik Lagoon School
30	Lake and Peninsula	300030	Chignik Lake School
30	Lake and Peninsula	300040	Egegik School
30	Lake and Peninsula	300050	Igiugig School
30	Lake and Peninsula	300080	Kokhanok School
30	Lake and Peninsula	308010	Lakeview Home School
30	Lake and Peninsula	300220	Levelock School
30	Lake and Peninsula	300140	Meshik School
30	Lake and Peninsula	300090	Newhalen School
30	Lake and Peninsula	300100	Nondalton School
30	Lake and Peninsula	300120	Perryville School
30	Lake and Peninsula	300130	Pilot Point School
30	Lake and Peninsula	300110	Tanalian School
31	Lower Kuskokwim	310240	Akiuk Memorial School
31	Lower Kuskokwim	310110	Akula Elitnaurvik School
31	Lower Kuskokwim	310210	Anna Tobeluk Memorial School
31	Lower Kuskokwim	310230	Arviq School
31	Lower Kuskokwim	310130	Ayagina'ar Elitnaurvik
31	Lower Kuskokwim	319010	Ayaprun Elitnaurvik
31	Lower Kuskokwim	310190	Ayaprun School
31	Lower Kuskokwim	317010	Bethel Alternative Boarding School
31	Lower Kuskokwim	310070	Bethel Regional High School
31	Lower Kuskokwim	317020	Bethel Youth Facility
31	Lower Kuskokwim	310080	Chaputnguak School

District ID	District Name	School Number	School Name
31	Lower Kuskokwim	310120	Chief Paul Memorial School
31	Lower Kuskokwim	310090	Eek School
31	Lower Kuskokwim	310060	Gladys Jung Elementary
31	Lower Kuskokwim	310030	Joann A. Alexie Memorial School
31	Lower Kuskokwim	310140	Ket'acik/Aapalluk Memorial School
31	Lower Kuskokwim	310220	Kuinerrarmiut Elitnaurviat
31	Lower Kuskokwim	310150	Kwigillingok School
31	Lower Kuskokwim	310200	Lewis Angapak Memorial School
31	Lower Kuskokwim	310050	Mikelnguut Elitnaurviat
31	Lower Kuskokwim	310250	Nelson Island Area School
31	Lower Kuskokwim	310040	Nightmute School
31	Lower Kuskokwim	310160	Nuniwarmiut School
31	Lower Kuskokwim	310320	Paul T. Albert Memorial School
31	Lower Kuskokwim	310280	Qugcuun Memorial School
31	Lower Kuskokwim	310100	Rocky Mountain School
31	Lower Kuskokwim	310170	William Miller Memorial School
31	Lower Kuskokwim	310180	Z. John Williams Memorial School
32	Lower Yukon	320010	Alakanuk School
32	Lower Yukon	320040	Emmonak School
32	Lower Yukon	320070	Hooper Bay School
32	Lower Yukon	320090	Ignatius Beans School
32	Lower Yukon	320080	Kotlik School
32	Lower Yukon	320050	Marshall School
32	Lower Yukon	320110	Pilot Station School
32	Lower Yukon	320130	Russian Mission School
32	Lower Yukon	320140	Scammon Bay School
32	Lower Yukon	320150	Sheldon Point School
33	Mat-Su	339010	Academy Charter School
33	**Mat-Su**	**337070**	**Alaska Middle College School**
33	Mat-Su	337050	American Charter Academy
33	Mat-Su	330370	Beryozova School
33	Mat-Su	330380	Big Lake Elementary
33	Mat-Su	339050	Birchtree Charter School
33	Mat-Su	337010	Burchell High School
33	Mat-Su	330350	Butte Elementary
33	Mat-Su	330270	Colony High School
33	Mat-Su	330260	Colony Middle School
33	Mat-Su	330280	Cottonwood Creek Elementary
33	Mat-Su	330290	Finger Lake Elementary
33	Mat-Su	330530	Fred and Sara Machetanz Elementary School
33	Mat-Su	339040	Fronteras Charter School
33	Mat-Su	330030	Glacier View School
33	Mat-Su	330390	Goose Bay Elementary

District ID	District Name	School Number	School Name
33	Mat-Su	330250	Houston High School
33	Mat-Su	330450	Houston Middle School
33	Mat-Su	330040	Iditarod Elementary
33	Mat-Su	330500	John Shaw Elementary
33	Mat-Su	330510	Knik Elementary School
33	Mat-Su	330430	Larson Elementary
33	Mat-Su	330520	Mat-Su Career & Tech Ed High School
33	Mat-Su	338010	Mat-Su Central School
33	Mat-Su	337060	Mat-Su Day School
33	Mat-Su	337030	Mat-Su Youth Facility
33	Mat-Su	330420	Meadow Lakes Elementary
33	Mat-Su	339020	Midnight Sun Family Learning Center
33	Mat-Su	330050	Palmer High School
33	Mat-Su	330020	Palmer Middle School
33	Mat-Su	330300	Pioneer Peak Elementary
33	Mat-Su	330060	Sherrod Elementary
33	Mat-Su	330190	Snowshoe Elementary
33	Mat-Su	330070	Susitna Valley High
33	Mat-Su	330360	Sutton Elementary
33	Mat-Su	330080	Swanson Elementary
33	Mat-Su	330340	Talkeetna Elementary
33	Mat-Su	330180	Tanaina Elementary
33	Mat-Su	330440	Teeland Middle School
33	Mat-Su	330330	Trapper Creek Elementary
33	Mat-Su	339030	Twindly Bridge Charter School
33	Mat-Su	337020	Valley Pathways
33	Mat-Su	330120	Wasilla High School
33	Mat-Su	330140	Wasilla Middle School
33	Mat-Su	330320	Willow Elementary
98	Mt. Edgecumbe	980000	Mt. Edgecumbe High School
34	Nenana	348010	CyberLynx Correspondence Program
34	Nenana	340010	Nenana City School
35	Nome	359010	Anvil City Science Academy
35	Nome	358010	Extensions Correspondence
35	Nome	350010	Nome Elementary
35	Nome	357020	Nome Youth Facility
35	Nome	350020	Nome-Beltz Jr/Sr High
36	North Slope	360100	Alak School
36	North Slope	360030	Barrow High School
36	North Slope	360120	Eben Hopson Middle School
36	North Slope	360020	Fred Ipalook Elementary
36	North Slope	360040	Harold Kaveolook School
36	North Slope	360070	Kali School

District ID	District Name	School Number	School Name
36	North Slope	367010	Kiita Learning Community
36	North Slope	360090	Meade River School
36	North Slope	360050	Nuiqsut Trapper School
36	North Slope	360010	Nunamiut School
36	North Slope	360060	Tikigaq School
37	Northwest Arctic	370010	Ambler School
37	Northwest Arctic	370100	Aqqaluk High/Noorvik Elementary
37	Northwest Arctic	370020	Buckland School
37	Northwest Arctic	370210	Davis-Ramoth School
37	Northwest Arctic	370030	Deering School
37	Northwest Arctic	370080	June Nelson Elementary
37	Northwest Arctic	370040	Kiana School
37	Northwest Arctic	370070	Kobuk School
37	Northwest Arctic	370150	Kotzebue Middle/High School
37	Northwest Arctic	370060	McQueen School
37	Northwest Arctic	370090	Napaaqtugmiut School
37	**Northwest Arctic**	**378020**	**NWABSD Home School**
37	Northwest Arctic	370110	Shungnak School
38	Pelican	380010	Pelican School
39	Petersburg	390030	Mitkof Middle School
39	Petersburg	390020	Petersburg High School
39	Petersburg	390010	Rae C. Stedman Elementary
40	Pribilof	400010	St George School
40	Pribilof	400020	St Paul School
46	Saint Mary's	460010	St. Mary's School
42	Sitka	420010	Baranof Elementary
42	Sitka	420020	Blatchley Middle School
42	Sitka	420170	Keet Gooshi Heen Elementary
42	Sitka	427010	Pacific High School
42	Sitka	428010	Sitka Correspondence
42	Sitka	420130	Sitka High School
43	Skagway	430010	Skagway School
44	Southeast Island	440090	Barry Craig Stewart Kasaan School
44	Southeast Island	440010	Edna Bay School
44	Southeast Island	440250	Hollis School
44	Southeast Island	440020	Howard Valentine Coffman Cove School
44	Southeast Island	440270	Naukati School
44	Southeast Island	440230	Port Alexander School
44	Southeast Island	440320	Port Protection School
44	Southeast Island	448010	SE Island Correspondence
44	Southeast Island	440160	Thorne Bay School
44	Southeast Island	440190	Whale Pass School
45	Southwest Region	450020	Aleknagik School

District ID	District Name	School Number	School Name
45	Southwest Region	450080	Chief Ivan Blunka School
45	Southwest Region	450050	Koliganek School
45	Southwest Region	450070	Manokotak School
45	Southwest Region	450110	Togiak School
45	Southwest Region	450120	Twin Hills School
45	Southwest Region	450040	William "Sonny" Nelson School
53	Tanana	530010	Maudrey J. Sommer School
47	Unalaska	470010	Eagle's View Elementary School
47	Unalaska	470020	Unalaska Jr/Sr High School
48	Valdez	480040	George H Gilson Jr. H.S.
48	Valdez	480050	Hermon Hutchens Elementary
48	Valdez	480030	Valdez High School
49	Wrangell	498010	Alaska Virtual Academy
49	Wrangell	490010	Evergreen Elementary
49	Wrangell	490030	Stikine Middle School
49	Wrangell	490020	Wrangell High School
50	**Yakutat**	**508010**	**Yakutat Home School**
50	Yakutat	500010	Yakutat School
51	Yukon Flats	510010	Arctic Village School
51	Yukon Flats	510050	Circle School
51	Yukon Flats	510140	Cruikshank School
51	Yukon Flats	510070	Fort Yukon School
51	Yukon Flats	510060	John Fredson School
51	Yukon Flats	510100	Stevens Village School
51	Yukon Flats	510040	Tsuk Taih School
51	Yukon Flats	518010	Yukon Flats Distance Education Program
52	Yukon-Koyukuk	520010	Allakaket School
52	Yukon-Koyukuk	520090	Andrew K. Demoski School
52	Yukon-Koyukuk	520060	Ella B. Vernetti School
52	Yukon-Koyukuk	520070	Gladys Dart School
52	Yukon-Koyukuk	520040	Jimmy Huntington School
52	Yukon-Koyukuk	520030	Johnny Oldman School
52	Yukon-Koyukuk	520050	Kaltag School
52	Yukon-Koyukuk	520110	Merreline A Kangas School
52	Yukon-Koyukuk	520080	Minto School
52	Yukon-Koyukuk	528010	Raven Correspondence School
54	Yupiit	540010	Akiachak School
54	Yupiit	540030	Akiak School
54	Yupiit	540040	Tuluksak School

Appendix B: Race/Ethnicity Descriptions

Sources: http://nces.ed.gov/ipeds/glossary/?charindex=R/?charindex=R
National Center for Education Statistics - U.S. Department of Education
Office of Educational Research and Improvement

4AAC 06.830. Subgroups
4AAC 06.899. Definitions

Code	Description	Definition
1	White (Caucasian)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
2	African American	A person having origins in any of the black racial groups of Africa.
3	Hispanic	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
4	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
5	American Indian	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. Please do not include Alaska Native students.
6	Alaska Native	A person who is a descendant of a member of the aboriginal races inhabiting the state when annexed to the United States, or who is a descendant of an Indian or Eskimo who, since the year 1867 and prior to June 30, 1952, migrated into the state from Canada, and who is a descendant having at least one-quarter blood derived from these ancestors.
7	Two or more races (not Hispanic)	A student who primarily identifies their ethnic heritage with more than one subgroup. Do not include individuals that have identified themselves as Hispanic/Latino.
8	Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

New Race/Ethnicity Codes - EED Guidance

Beginning July 1, 2010, school districts nationwide will be required to collect, retain and report student level ethnicity data as prescribed by the US Department of Education guidance published in the Federal Register on October 19, 2007.

> *Educational institutions and other recipients will be required to collect racial and ethnic data using a two part question on the educational institutions' or other recipient's survey instrument. The first question would be whether their respondent is Hispanic/Latino. The second question would ask the respondent to select one or more races from the following racial groups.*

The information listed below is to provide guidance to the districts. Beginning with Fall OASIS collection 2010-2011, this change will be reflected in the EED data collections.

Second public comment period closed 09/21/2006
USED guidance released in early June

1. Collecting data
    a. Two questions
        i. Are you Hispanic or Latino? Yes/No
        ii. Select races that you wish to identify with:
            1. African American
            2. American Indian/Alaska Native
            3. Asian
            4. Caucasian
            5. Native Hawaiian/Pacific Islander
    b. Individual can check all that apply – "self-identification"
    c. Encourage the opportunity to "re-identify" - change existing codes
    d. Retain the individual records for future enforcement purposes - OCR

2. Reporting Data
    a. Reporting Codes
        i. African American
        ii. American Indian/Alaska Native
        iii. Asian
        iv. Caucasian
        v. Hispanic
        vi. Native Hawaiian/Pacific Islander
        vii. Two or more races
    b. If Hispanic AND other race = Hispanic
        i. (*example: Caucasian + Hispanic = Hispanic*)
    c. Any other multiple identification, excluding Hispanic, coded as Two or more races (*example: African American + Asian = Two or more races*)
    d. If race/ethnicity is not chosen, "user identification" is employed – the person responsible for reporting chooses codes
    e. Does not affect ASPI subgroups as those are negotiated with USED in the state accountability plans

Appendix C: Guidance Regarding Free & Reduced Lunch

Joint Education/Agriculture Letter about the Use of Student Information Collected Pursuant to the National School Lunch Program

Dear Colleague: December 17, 2002

As schools across the country begin to implement the No Child Left Behind Act (NCLB), the milestone elementary and secondary education legislation signed into law by President Bush at the beginning of 2002, a number of school officials have raised questions about the use of student information collected pursuant to the National School Lunch Program in carrying out provisions of Title I of the Elementary and Secondary Education Act, as reauthorized by NCLB. The purpose of this letter is to respond to those concerns.

Educators have specifically asked whether it is permissible to use information from the school lunch program in disaggregating student assessment scores, in determining student eligibility for supplemental educational services, and under certain circumstances, in prioritizing opportunities for public school choice.

Title I, Part A of the Elementary and Secondary Education Act (as reauthorized by the No Child Left Behind Act)

States and local educational agencies (LEAs) receiving funding under Title I, Part A must assess and report on the extent to which students in schools operating Title I programs are making progress toward meeting State academic proficiency standards in reading or language arts and in mathematics. Title I now requires States and LEAs to measure and report publicly on the progress of all students, and of students in various population groups, including students who are economically disadvantaged. If assessment results show that any of the groups has not made adequate yearly progress toward meeting State achievement standards for two consecutive years, the LEA must identify that school as needing improvement. All students attending the school must be given the opportunity to attend other public schools that have not been identified as needing improvement, with priority given to the lowest-achieving students from low-income families. In addition, once a school has failed to make adequate yearly progress for three years, the LEA must provide economically disadvantaged students who attend that school the opportunity to obtain supplemental educational services from a nonprofit, for-profit, or public provider.

For many LEAs, information from the National School Lunch Program is likely to be the best, and perhaps the only source of data available to hold schools accountable for the achievement of economically disadvantaged students, and also to identify students as eligible to receive supplemental educational services or to receive priority for public school choice. Moreover, in the case of the priority for public school choice and eligibility for supplemental educational services, the law specifically requires LEAs to use the same data they use for making within-district Title I allocations; historically, most LEAs use school lunch data for that purpose. After examining these new requirements, State and local officials have inquired as to whether they may use school lunch data to meet these requirements while remaining in compliance with the student privacy provisions of the National School Lunch Act.

National School Lunch Act

Section 9 of the Richard B. Russell National School Lunch Act (NSLA) establishes requirements and limitations regarding the release of information about children certified for free and reduced price meals provided under the National School Lunch Program. The NSLA allows school officials responsible for determining free and reduced price meal eligibility to disclose aggregate information about children certified for free and reduced price school meals. Additionally, the statute permits determining officials to disclose the names of individual children certified for free and reduced price school meals and the child's eligibility status (whether certified for free meals or reduced price meals) to persons directly connected with the administration or enforcement of a federal or state education program. This information may be disclosed without parental consent.

Because Title I is a Federal education program, determining officials may disclose a child's eligibility status to persons directly connected with, and who have a need to know, a child's free and reduced price meal eligibility status in order to administer and enforce the new Title I requirements. The statute, however, does not allow the disclosure of any other information obtained from the free and reduced price school meal application or obtained through direct certification. School officials must keep in mind that the intent of the confidentiality provisions in the NSLA is to limit the disclosure of a child's eligibility status to those who have a "need to know" for proper administration and enforcement of a Federal education program. As such, we expect schools to establish procedures that limit access to a child's eligibility status to as few individuals as possible.

We urge school officials, prior to their disclosing information on the school lunch program eligibility of individual students, to enter into a memorandum of understanding or other agreement to which all involved parties (including both school lunch administrators and educational officials) would adhere. This agreement would specify the names of the individuals who would have access to the information, how the information would be used in implementing Title I requirements, and how the information would be protected from unauthorized uses and third-party disclosures, and would include a statement of the penalties for misuse of the information.

Other Provisions

We also note that NCLB did not alter other provisions of Title I under which school officials have historically made use of National School Lunch Program data. LEAs are still required to rank, annually, their school attendance areas, by percentage of students from low-income families, in order to determine school eligibility and to make Title I within-district allocations based on the number of poor children in each school attendance area. They must also determine the amount of funds available to provide services to eligible private school students within the district, again using data on students who are from low-income families. Many LEAs have, for many years, used National School Lunch Program data in making these calculations, which do not involve the release of information on the school lunch eligibility of individual students. They may continue to do so under the new law, while respecting the limitations on the public release of those data described above.

We hope the above information clarifies what we know has been a matter of great concern in states and school districts. If you desire more detailed information about public school choice and supplemental educational services, it can be found at http://www.ed.gov/policy/elsec/guid/secletter/030220.html.

We will also be providing guidance on Provisions 2 and 3 of the National School Lunch Program and the impact of NCLB on those provisions in the near future.

If we can be of further assistance, please contact one of our offices.

Sincerely,

Eric M. Bost
Under Secretary
Food, Nutrition, and Consumer Services
U.S. Department of Agriculture

Susan B. Neuman
Assistant Secretary for
Elementary and Secondary Education
U.S. Department of Education

Collection and Use of Income Data for Free & Reduced Lunch Program and Economically Disadvantaged Status for Title I and School Accountability – EED Guidance

Family income data is used for determining eligibility for free or reduced price lunches for a school lunch program. The same income data is used to determine a school's percentage of economically disadvantaged (or "low income") students for determining if the school is eligible for Title I, Part A funding and services. It is also required for determining which students meet the income criteria as defined by Alaska regulations (4 AAC 06.830 and 06.899(5)) for the economically disadvantaged subgroup for determining a school's adequate yearly progress and for determining student eligibility for federal programs such as Supplemental Educational Services (SES). Finally, this data is used to determine a school's eligibility for funding under the federal E-Rate program that supports school internet access. Individual students that meet the income criteria for economically disadvantaged must be reported in both the spring Participation Rate data collection and the Summer OASIS data collection.

These requirements have raised questions from districts on how to obtain family income data to determine which students meet the economically disadvantaged criteria if a school or district does not offer a lunch program, or if a school has been determined to be a "Provision 2" or "Provision 3" school under the school lunch program and is not required to collect household applications every year. The following questions and answers are provided to address these issues.

1. How is data collected to determine eligibility for the school lunch program?

Families complete household applications to verify their income level to determine if their students qualify for free lunches or reduced price lunches. In addition, EED staff provides data from Health and Social Services monthly to each district as a "direct certification" list of students that are eligible for free lunches without requiring a household application. These students are eligible based on participation in programs such as the Alaska Temporary Assistance Program (ATAP) or Food Stamps.

2. What is direct certification data and how is it used?

Direct certification data is a list of students who live in a district who are automatically eligible to receive free lunch because their family is already qualified through another assistance program. This data is provided to EED by the Department of Health and Social Services. EED provides this confidential information to each district for the purposes of determining which students automatically qualify for free lunch. This minimizes requiring families to fill out additional applications.

3. What does it mean to operate as a Provision 2 or Provision 3 school?

Based on the income data from household applications for a given year, a school with a high poverty rate may be eligible to operate as a Provision 2 or 3 school under the National School Lunch Program. This means that all students in the school are provided school meals at no cost, and the district is reimbursed by the state according to the poverty percentage of the eligibility determination during that base year. The eligibility may remain in effect for up to 5 years without collecting new household applications.

4. How is data collected to determine whether a student meets the economically disadvantaged criteria if a school does not have a lunch program or if it is not collecting household applications in a given school year?

Schools that do not offer lunch programs (including correspondence schools) must use a survey annually to collect general family income information. This survey is not an in-depth household application for school lunch purposes, but meets the requirements to determine economically disadvantaged status for Title I, School Accountability, and E-Rate. A sample survey and instructions are posted on the EED website at http://www.eed.state.ak.us/tls/TitleIA/. This survey will be updated with the new income data after July 1 of each year, so be sure to use the current data for the applicable school year in which you are giving the survey. (Note: Household application forms for school meals may *not* be used for survey purposes.)

5. How can we encourage families to turn in a survey if a school does not offer a lunch program?

The survey is worded to encourage families to complete it because it brings benefits to the school such as E-Rate and Title I funding. Correspondence or charter schools that have an application process are encouraged to include income questions as part of the application process rather than a separate survey in order to get the most accurate information from the greatest number of families.

6. How is a household application for school lunch different from an Income Survey for Title I?

A household application for free or reduced price lunches is a very detailed application that includes information about the family income. An Income Survey for Title I or E-Rate purposes is a simple survey that allows the family to check the income range and number of people in the family and to list the children enrolled in schools in the district. The district then uses the income level chart to determine which families meet the criteria to be considered economically disadvantaged.

7. Are migrant students considered economically disadvantaged?

Migrant students are categorically eligible for free lunch. Only the migrant eligible students in the family qualify for free lunch; siblings that are not migrant eligible do not qualify. Migrant students are eligible for free lunch and thus may be automatically considered as economically disadvantaged students for each school year in which they are migrant eligible students. For questions about identification of migrant students, contact EED's Migrant Education Program Manager, Marian Svobodny, at 465-8718 or marian.svobodny@alaska.gov.

8. Are homeless students considered economically disadvantaged?

Homeless students are considered categorically eligible for free lunch and thus may be automatically considered as economically disadvantaged students for the school year in which they are originally identified as homeless. For questions about identification of homeless students, contact EED's Homeless Education Program Manager, Kay Streeter, at 465-3826 or kay.streeter@alaska.gov.

9. Which district staff may have access to data on a child's economically disadvantaged eligibility status?

The actual household application data for a school lunch program is confidential. However, a student's eligibility status as economically disadvantaged is required for federal education programs including Title I, therefore that information must be available to applicable district staff for the purposes of those programs. (See "Part 7, Confidentiality/Disclosure of Eligibility Information" on pages 52-53 of the *Eligibility Manuals for School Meals* posted on the EED website at http://www.eed.state.ak.us/tls/cns/NSLP4.html.)

10. Which district staff needs this information?

District staff that may need this information include school lunch personnel, Title I coordinators, assessment and accountability staff, business managers, and superintendents. These staff should be familiar with these requirements.

11. Who should I contact if I have questions about school lunch programs and eligibility for free or reduced lunches?

Contact the EED National School Lunch Program Specialist at 465-8709 or Linda Coate, Child Nutrition Services Program Coordinator at 465-8708 or linda.coate@alaska.gov.

12. Who should I contact if I have questions about criteria for economically disadvantaged status for Title I programs, for the ASPI subgroup, or for school poverty data for Title I allocations?

Contact the EED Title I Program Manager for your district or contact Margaret MacKinnon, Title I/NCLB Administrator at 465-2970 or margaret.mackinnon@alaska.gov.

Appendix D: Limited English Proficient (LEP) Student

A "limited English proficient (LEP)" student is one who meets the definition of LEP in 4 AAC 34.090(2) and who has been determined to be LEP based on the assessment of English language proficiency required under 4 AAC 34.055(c) to determine if the student is limited English proficient and has not yet met the criteria to exit LEP status as described in 4 AAC 34.055(d).

Definition of an LEP Student (4 AAC 34.090(2))

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing or in reading and language arts under 4 AAC 06.730, 4 AAC 06.737 or 4 AAC 06.755;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

Note: The “outlyling areas” indicated in 4 AAC 34.090(2)(c)(ii) are adopted by reference in 4 AAC 34.090(6). These areas include the U.S. Virgin Islands, American Samoa, and Northern Mariana Islands

Effective 2/18/2008:

4 AAC 34.055(d) is repealed and readopted to read:

(d) If under (b) and (c) of this section, a district identifies a pupil as an LEP pupil eligible for services under this chapter, that pupil remains identified as an LEP pupil until the pupil obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section a

(1) composite score of 5.0 or higher; and

(2) score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am __/__/2012, Register __)

Adopted by State Board of Education, 3/9/2012

4 AAC 34.055 is amended by adding new subsections to read:

(e) A district shall monitor the academic progress of each pupil who had been identified as an LEP pupil for two years after the pupil is no longer identified as an LEP pupil. A former LEP pupil is not required to participate in the annual English language proficiency assessment unless the district determines that a student's failure to make academic progress may be a result of a lack of English language proficiency and the pupil may need to be re-identified as an LEP pupil.

Appendix E: *4 AAC 07.060.* Student Records

(a) Each district shall maintain for each student a cumulative record consisting, at a minimum, of the following:

(1) subjects student has taken;

(2) grades earned and an explanation of the grading system used;

(3) units of credit earned;

(4) attendance records;

(5) scores student has recorded on standard tests taken; and

(6) records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws; and

(7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712, 4 AAC 06.730, 4 AAC 06.737, and 4 AAC 06.755.

Appendix F: Homeless Definition

Each district is required to identify a homeless liaison to facilitate the identification of and education services provided to homeless students. This person should be able to provide the information about which students have been identified as homeless according to the following definition.

(Sec.725, McKinney-Vento Act – found in Title X of NCLB)- The term “homeless children and youth” means:

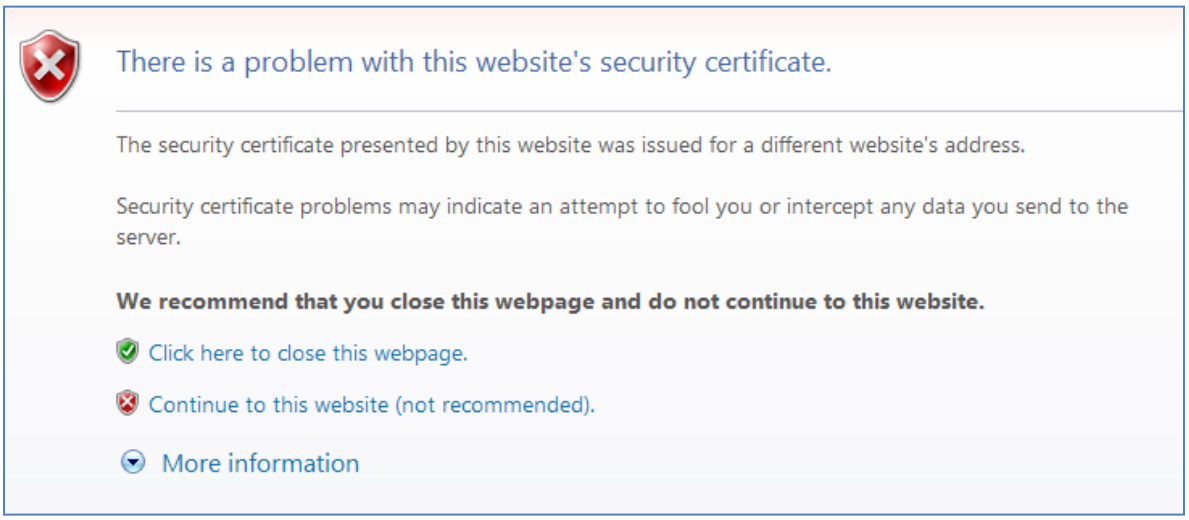
a. individuals who lack a fixed, regular, and adequate nighttime residence; and,
b. includes-
    i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
    ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
    iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
    iv. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Appendix G: State Report Manager (SRM) System Submission Process

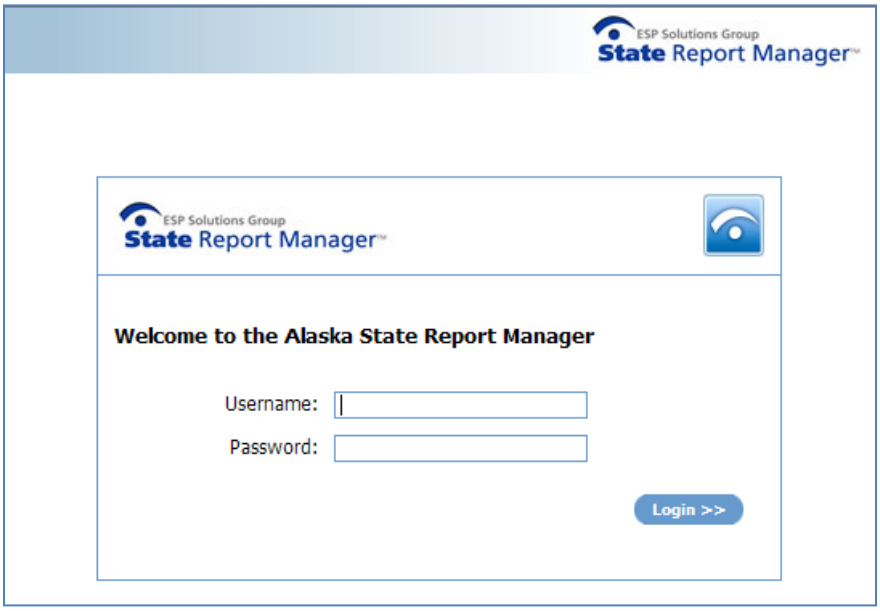
1. If not already assigned a username and password, contact Eric Caldwell at eric.caldwell@alaska.gov to create login information.

   Notes:
   - Make sure your file is in a Tab-delimited (.TXT) or Comma-separated (.CSV) format.
   - Make sure to replace header in your file with SRM header.

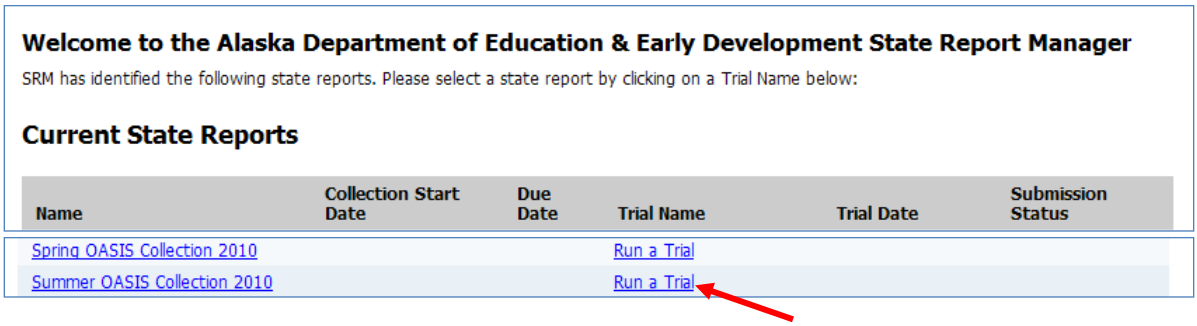
2. Using your Internet browser, navigate to https://srm.eed.state.ak.us/srm. If you get the below security message, click on "Continue to this website" and contact Peggy Corazza at peggy.corazza@alaska.gov.



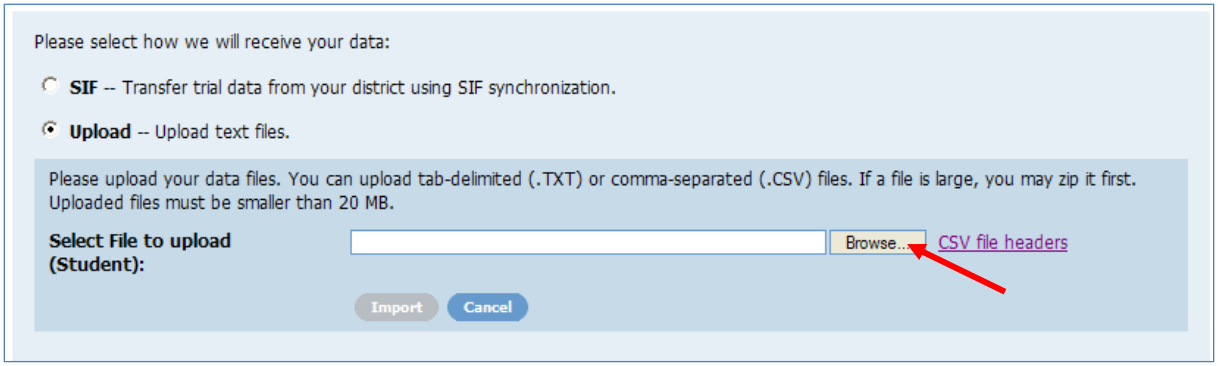
3. Type in your login information.



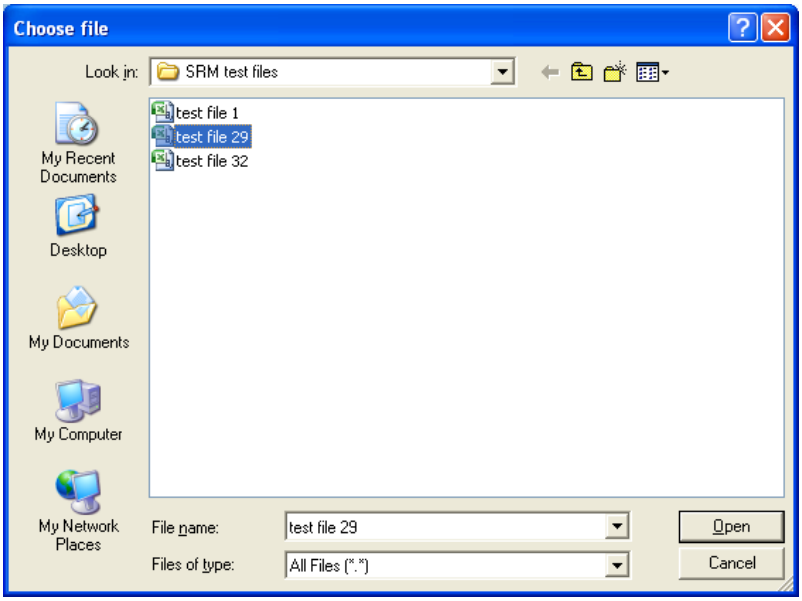
4. Click on “Run a Trial” link, next to the report name you would like to submit.
   Note: Trial Name link will have a different name if a file has already been submitted.



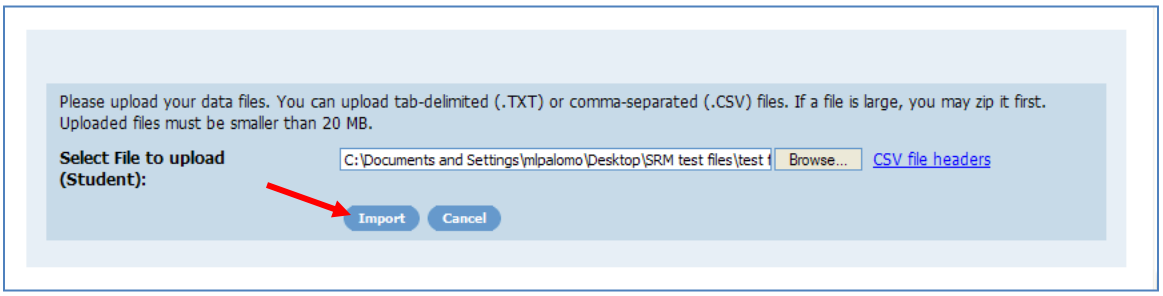
5. Click on “Browse…” to upload your file.
   Note: To download file headers click on “CSV file headers” link. Headers must match exactly in order for system to properly check data.



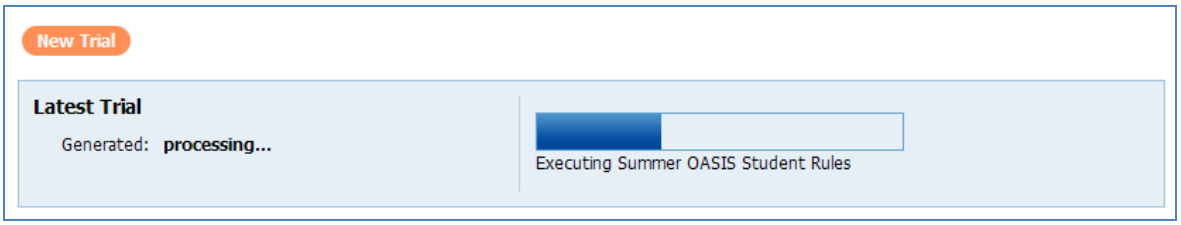
Find and select the file to upload then click “Open.”



6. Once the correct data file is selected, click on “Import.”

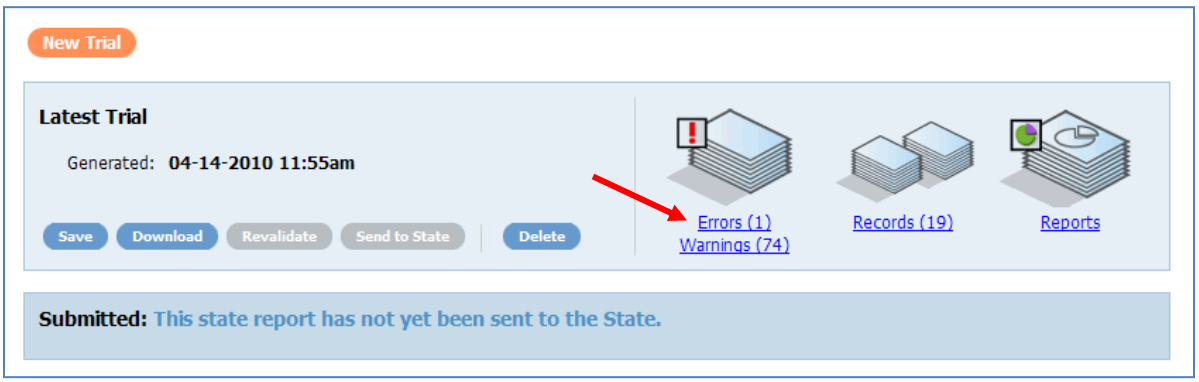


The selected file is now uploading.

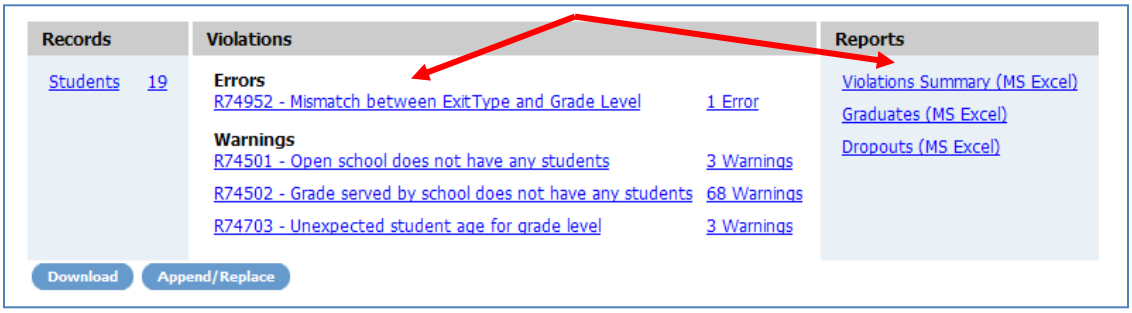


7. When the file upload and data checks are complete, a data summary will appear detailing the number of errors, warnings and total records submitted.

The data is now ready for review and correction. Click on “Errors” link to view errors.



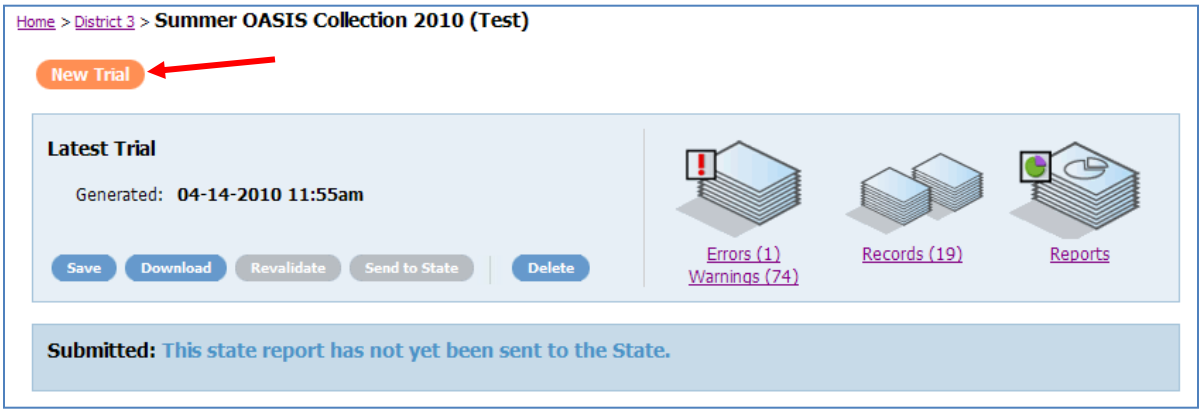
8. Click on “Violation Summary” link to view error report in excel and correct errors in original file and re-submit file or click on specific error to view each error individually and correct errors in original file.



Note:

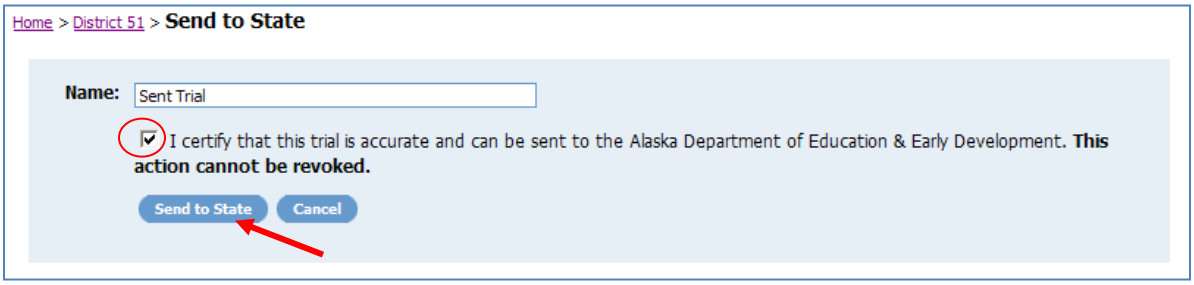
- Graduates (MS Excel) link will give you a total count and list of students who you reported as graduated with a regular diploma (Exit Code 7) or graduated with a regular diploma under a waiver (Exit Code 8).
- Dropouts (MS Excel) link will give you a total count and list of students who you reported as having dropped out or discontinued schooling (Exit Code 12).

9. Once errors have been corrected in original file, resubmit file by clicking on “New Trial” button. Repeat steps 5-9 again until no more errors.



10. Once no more errors, click on “Send to State” (button will now be highlighted).

11. Check box to certify that data is accurate and click on “Send to State”.



Your file is now completed.

Appendix H: State Report Manager (SRM) System Validation Rules

Rule ID	Severity	Rule	Detail Message
74000	Error	One or more required fields is missing	Missing required field
74001	Error	Field exceeds its Maximum Length	Field exceeds its maximum length
74100	Error	Reported Alaska Student ID Number is Invalid	The ASIS ID entered could not be found in the ASIS system
74101	Error	Birth Date Doesn't Match ASIS	The birth date of the student does not match the student ID system
74102	Warning	Student Name Doesn't Match ASIS	The student name does not match the student ID system
74201	Error	City/Town/Village is Invalid	The reported City or Town must be listed in the set of "Alaska Places"
74202	Error	Zip Code is Invalid	The Zip Code must be a valid Alaska Zip Code
74203	Error	Gender is Invalid	Gender must be M or F
74204	Error	Race/ethnicity code is Invalid	The race/ethnicity code must come from the "Race or Ethnicity" option set
74205	Error	School ID is Invalid	The school ID cannot be found in the list of currently open and operating schools
74206	Error	Grade Level Code is Invalid	The grade level code is not in the "Grade Level" option set
74207	Error	Disability Category is Invalid	The Disability Category code must be one of the options in the option set "Disability Category"
74208	Error	IEP in Place July 1 is Invalid	IEP in Place July 1 value is not in the option set
74209	Error	Transfer to General Ed Code is Invalid	The code for Transfer to General Ed is not a valid option from the option set
74210	Error	Entry Type is Invalid	The value in Entry Type is not a value in the option set
74211	Error	Exit/Withdrawal Type is Invalid	Exit/Withdrawal Type value is not a value in the option set
74212	Error	Enrolled Last Day is Invalid	Enrolled Last Day value is not a valid value from the option set
74213	Error	LEP Status is Invalid	The LEP status code must be in the option set LEP status
74214	Error	LEP Language is Invalid	LEP Language must be one of the values in the option set
74215	Error	Former LEP Progress is Invalid	The value for Former LEP Progress must be one of the values in the option set
74216	Error	Is Economically Disadvantaged is Invalid	"Is Economically Disadvantaged" must be Y or N
74217	Error	Title I Value is Invalid	The value for Title I must be Y or N
74218	Error	Is Immigrant is Invalid	The value for "Is Immigrant" must be Y or N

Rule ID	Severity	Rule	Detail Message
74219	Error	Is Homeless is Invalid	The value for “Is Homeless” must be Y or N
74220	Error	Homeless Residence is Invalid	The value for “Homeless Residence” must be one of the options in the option set or null
74221	Error	Invalid Migrant	Migrant must be Y or N
74222	Error	Invalid Target Graduation Year	The value for Target Graduation Year should be one of the years in the option set
74223	Error	Invalid APS Scholarship Level	Invalid option for Scholarship Level
74224	Error	Invalid Grade Point Average	GPA is expressed on a 4-point scale with 4.00 all “A’s”
74300	Error	City-Zip Combination is Invalid	The combination of zip code and place is not a legitimate combination
74301	Error	Grade Not Served by School	The student’s grade level is not served by the school
74302	Warning	Grade Not Served by School – Disabled Student	The grade level of the student should be within the range of grades served by the school (Except for grade AD)
74400	Warning	Invalid Name	The name contains one or more characters other than alphabetic characters, period, apostrophe, space, or hyphen
74401	Error	Zip+4 contains Invalid Characters	Zip+4 can only contain the numeric digits 0-9
74402	Error	Local Student ID Contains Invalid Characters	Local student ID can only contain the digits 0-9
74403	Error	Date Format is Invalid	The format for date field must be MM/DD/YYYY or MM/DD/YY. Four digit year is preferred.
74404	Error	AgDA or AgDM Format is Invalid	The format for AgDA or AgDM must be a number with no more than three digits before the decimal place and no more than two decimal places
74405	Error	Immigration Date Format is Invalid	The format for Immigrant First US Entry Date must be MM/YYYY or MM/YY. Four digit year is preferred.
74406	Error	GPA Format Bad or Out of Range	GPA must be a number with no more than two decimal places between 0 and 5.00
74501	Warning	Open School With No Students	The open school serves at least one of the grades PK-12 but does not have any students
74502	Warning	Served Grade Without Students	The grade is served by school but no students are assigned for that grade
74503	Error	Submission Without Students	There must be at least one record in the district submission
74701	Warning	Student Outside Ages 2 to 22	Students should have an age greater than or equal to 2 and less than or equal to 22 as of October 1 (Except student returning only for HSGQE purposes, i.e. Grade = AD-adult)
74703	Warning	Age is Outside Expected Range for Grade	The age of the student falls outside the expected bounds

Rule ID	Severity	Rule	Detail Message
74704	Error	Age is Outside Allowable Range for Grade	Age is outside the allowable range for this grade level
74705	Error	LEP Language Mismatch	Student is flagged as LEP (L1, LP, or LT) but the Bilingual/LEP Language type says “Not an LEP Student” (code 99)
74706	Error	Aggregate Attendance > Aggregate Membership	The student’s days in attendance must be less than or equal to the days in membership
74707	Error	Disability – IEP on July 1 Mismatch	If Disability Code is in 2-14 then IEP in Place July 1 must be Y or N. If Disability Code is 0 then IEP on Place July 1 must be X.
74708	Warning	Language for Non LEP Student	Student that was never considered for LEP has been assigned a Bilingual/LEP Language
74709	Error	Former LEP Progress is Required	The student was flagged as being a former LEP student (M1 or M2) and they are not in a tested grade (3-10). Therefore, the Former LEP Academic Progress flag must be Made or Did Not Progress (Y or N)
74710	Error	Other Language Type Missing	The Bilingual/LEP Language Type was selected as “Other.” Enter the Language Type in the Notes field.
74711	Error	Missing Homeless Residence	The student was identified as Homeless but no Primary Nighttime Residence has been selected
74712	Error	Days Attendance More Than Possible	Days Attendance more than possible
74713	Error	Days Membership More Than Possible	Days Membership more than possible
74714	Error	Adults Cannot Have Membership or Attendance	Students assigned the grade level AD must have zero (0) Aggregate Attendance or Membership
74715	Warning	Graduates With Waiver Must Have Waiver on File	Graduates with a waiver (Exit Type 8) must have a waiver on file
74716	Error	Transfer Without Date	Students who transfer back to regular education from special education (Transfer to General Ed = Y) must have a Transfer to General Ed Date
74717	Error	Missing Exit/Withdrawal Date	The Exit/Withdrawal Date is required unless Entry Type is 0 – Non Enrolled Student
74718	Error	Immigrant Without Entry Date	The student was flagged as being an immigrant but the Immigrant US Entry date is empty
74719	Error	Transfer to General Ed – Disability Mismatch	If Disability code is “00” then Transfer to General Ed must be X, if Disability code is 02-14, then the Transfer to General Ed must be Y or N.
74720	Error	Invalid Summer Drop Entry or Exit	Summer drop-outs (Exit Type 0) must have entry type 0 (not enrolled) and cannot have an entry or exit date

Rule ID	Severity	Rule	Detail Message
74721	Error	Missing Entry Date	The entry date is required for all enrolled students (entry type does not equal 0)
74722	Error	Invalid Exit for 12th Grader	A student in 12th grade cannot be assigned an exit code of 14. This is reserved for students in grades PK-11.
74723	Error	Missing Exit Date HSGQE Former Student	A non-enrolled former student who took and passed the HSGQE must have an Exit Date
74724	Error	Exit Type/Grade Level Mismatch (Grade)	If Exit Type = 13 then Grade must be 12
74725	Error	Homeless Residence for non-Homeless Student	If Homeless Resident has a value, then Homeless Student must = "Y"
74726	Warning	Exit Type Grade Level Mismatch (Grade) II	If Exit Type = 07, 08, 09 then Grade must be 09, 10, 11, 12, or AD
74727	Warning	Exit Type/Grade Level Mismatch (Grade) III	If Exit Type = 12 then Grade must be 07, 08, 09, 10, 11, 12, or AD
74728	Error	Is Title IA Entry is Invalid	The field [31-39] was flagged Y but Is Title IA is marked as N
74730	Error	Graduates Must Have Passed HSGQE	Student did not pass all areas of the HSGQE. If student graduated with a regular diploma (Exit Type 07, 15, or 16), student must have passed the HSGQE.
74731	Warning	LEP Status Prior Year Mismatch	If LEP Status = M1 this year, prior year should have code of LT and if LEP status = M2 this year, prior year should have code of M1. Either change the status or enter a comment in the notes field that explains the discrepancy.
74732	Error	Title IA Student – Targeted Assistance School Mismatch	Student Title 1 = Y but school is not a Targeted Assistance school
74733	Error	Student cannot earn diplomas from multiple schools within same district.	When a student graduates with two enrollments in your district, assign Exit Type 07 to (only) one school. Use Exit Type 17 for the other school and put "Graduate" in the Notes.
74735	Error	Target Grad Year is Missing	Target Grad Year is required if Grade Level is 09, 10, 11, or 12
74736	Error	Data for Non-Graduate	This data should only be provided for graduates – i.e., those with Exit Type = 07, 08, 15, or 16
74737	Error	Missing Graduate Data	When Exit Type = 07, 08, 15, or 16, then Scholarship Level must be reported
74738	Error	APS Reported for Non-qualifying Graduate	If College Eligibility = 0 and Career Eligibility = 0 then all other APS-related fields must be empty
74739	Error	APS Academic Option Not Identified	If Collegiate Eligibility <> 0 and is not null or Career Eligibility <> 0 and is not null then Academic Option cannot be empty
74740	Warning	Mismatch Target Graduation Cohort and Prior Data	Target Graduation Cohort Year submitted does not match prior value

Rule ID	Severity	Rule	Detail Message
74741	Error	Non-Student Membership or Attendance	Non-Student (Entry Type = 0) cannot have Aggregate Membership or Aggregate Attendance
74742	Error	Returning Special Education Student Who Is Not Disabled	Student listed as exited as a returned special education student (Exit Type = 18), but the student is not shown as disabled (Disability not in 02-14)
74743	Error	Collegiate Eligibility / Career Eligibility Mismatch	Collegiate Eligibility cannot be reported at a higher scholarship level than Career Eligibility
74744	Error	Missing Aggregate Attendance or Membership	Aggregate Attendance and Aggregate Membership are required for all students enrolled in grades K-12
74745	Warning	Target Graduation Year for Older Student	Warning if Target Graduation Year implies 7 year grad or longer
74751	Error	Requirements for Reported Collegiate APS Eligibility of 1 Not Met	If Collegiate Eligible = 1 then GPA >= 3.50
74752	Error	Requirements for Reported Collegiate APS Eligibility of 2 Not Met	If Collegiate Eligible = 2 then GPA >= 3.00
74753	Error	Requirements for Reported Collegiate APS Eligibility of 3 Not Met	If Collegiate Eligible = 3 then GPA >= 2.50
74761	Error	Requirements for Reported Career APS Eligibility of 1 Not Met	If Career Eligible = 1 then GPA >= 3.50
74762	Error	Requirements for Reported Career APS Eligibility of 2 Not Met	If Career Eligible = 2 then GPA >= 3.00
74763	Error	Requirements for Reported Career APS Eligibility of 3 Not Met	If Career Eligible = 3 then GPA >= 2.50
74764	Error	Duplicate Enrollment	Student cannot have two overlapping records at the same school
74765	Error	K-12 Student in Fall OASIS not submitted in Summer OASIS	Student is included in Fall OASIS, enrolled in K-12, and has Days > 0
74766	Error	Student reported in Participation Rate but not Summer OASIS	Student was enrolled on first day of testing
74767	Warning	Grade level reported in Fall OASIS does not match grade level reported in Summer OASIS	Student's reported grade level differs from Fall OASIS reporting
74901	Error	Exit Date Before Entry Date	The Exit Date is before the student's Entry Date
74902	Error	Entry Date Before First Day of School	The student's entry date is before the registered school opening day
74903	Error	Exit Date After Last Day of School	The student's exit date is after the registered school closing day
74904	Error	Entry Date Before Birth Date	The student's school entry date is before the student's date of birth

Rule ID	Severity	Rule	Detail Message
74905	Warning	Transfer to General Ed Before Entry	The student's Transfer to General Ed Date is before they entered the school
74906	Error	Immigrant Entry Date Prior to Birth Date	The student is listed as having immigrated to the US prior to being born
74907	Error	Entry Date Prior to US Entry	The student has an Immigrant US Entry Date that is after the student entered the school
74992	Error	Developmentally Delayed Student Age 9 or Older	Developmentally Delayed Student is Age 9 or Older as of October 1

Appendix I: Disability Definitions

Disability Code	Description	Definition
00	Not receiving special education services	Not receiving special education services
02	Cognitive Impairment	Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
03	Hearing Impaired – Includes Deaf	An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. (Includes Deaf)
04	Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.
05	Visual Impairment	Impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes partial sight and blindness.
06	Emotional Disturbance	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.
07	Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
08	Other Health Impairment	A condition exhibiting limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.
09	Specific Learning Disability	A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of cognitive disabilities; of emotional disability; or of environmental, cultural or economic disadvantage.
10	Deaf-Blindness	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Disability Code	Description	Definition
11	Multiple Disabilities	Concomitant impairments (such as cognitive disability-blindness, cognitive disability-orthopedic impairment, and cognitive disability-deafness, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments, except the term does not include deaf-blindness.
12	Autism	Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
13	Traumatic Brain Injury	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. TBI applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. TBI does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
14	Developmentally Delayed	A child with a disability ages three (3) through eight (8) who is determined, through appropriate diagnostic instruments and procedures, to be experiencing delays in the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who, by reason thereof, needs special education and related services.

Appendix J: Alaska Performance Scholarship Program

According to 4 AAC 43.010, the following information shall be provided to determine a student's level of eligibility for the Alaska Performance Scholarship program (APS). The attached Eligibility Checklist for 2013 may be helpful to review. Additional questions regarding APS eligibility should be directed to Shari Paul, who may be contacted at shari.paul@alaska.gov or (907) 465-6535.

For the Class of **2013** each High School Senior for the **Collegiate Performance** **(Field 45)**:

Code 1 - First Award Level ($4,755/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ An ACT score of 25 or higher; **or**
- ✓ An SAT score of 1680 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
    1. Completed four units of Math
    2. Completed four units of Science
    3. Completed four units of Language Arts
    4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ An ACT score of 25 or higher; **or**
- ✓ An SAT score of 1680 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
    1. Completed two units World Language *(must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language)*
    2. Completed three units of Math
    3. Completed three units of Science
    4. Completed four units of Language Arts
    5. Completed four units of Social Studies

Code 2 – Second Award Level ($3,566/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ An ACT score of 23 or higher; **or**
- ✓ An SAT score of 1560 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
    1. Completed four units of Math
    2. Completed four units of Science
    3. Completed four units of Language Arts

4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ An ACT score of 23 or higher; **or**
- ✓ An SAT score of 1560 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
    1. Completed two units World Language *(must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language)*
    2. Completed three units of Math
    3. Completed three units of Science
    4. Completed four units of Language Arts
    5. Completed four units of Social Studies

<u>Code 3 – Third Award Level ($2,378/year) The student must have:</u>

Math and Science Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ An ACT score of 21 or higher; **or**
- ✓ An SAT score of 1450 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
    1. Completed four units of Math
    2. Completed four units of Science
    3. Completed four units of Language Arts
    4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ An ACT score of 21 or higher; **or**
- ✓ An SAT score of 1450 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
    1. Completed two units World Language *(must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language)*
    2. Completed three units of Math
    3. Completed three units of Science
    4. Completed four units of Language Arts
    5. Completed four units of Social Studies

For the Class of **2013** each High School Senior for the **Career/Technical Performance** **(Field 46):**

Code 1 - First Award Level ($4,755/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
  1. Applied mathematics
  2. Reading for information
  3. Locating information **or**
- ✓ An ACT score of 25 or higher; **or**
- ✓ An SAT score of 1680 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
  1. Completed four units of Math
  2. Completed four units of Science
  3. Completed four units of Language Arts
  4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
  1. Applied mathematics
  2. Reading for information
  3. Locating information **or**
- ✓ An ACT score of 25 or higher; **or**
- ✓ An SAT score of 1680 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
  1. Completed two units World Language *(must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language)*
  2. Completed three units of Math
  3. Completed three units of Science
  4. Completed four units of Language Arts
  5. Completed four units of Social Studies

Code 2 – Second Award Level ($3,566/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
  1. Applied mathematics
  2. Reading for information
  3. Locating information **or**
- ✓ An ACT score of 23 or higher; **or**
- ✓ An SAT score of 1560 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
  1. Completed four units of Math
  2. Completed four units of Science
  3. Completed four units of Language Arts

4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
  1. Applied mathematics
  2. Reading for information
  3. Locating information **or**
- ✓ An ACT score of 23 or higher; **or**
- ✓ An SAT score of 1560 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
  1. Completed two units World Language *(must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language)*
  2. Completed three units of Math
  3. Completed three units of Science
  4. Completed four units of Language Arts
  5. Completed four units of Social Studies

Code 3 – Third Award Level ($2,378/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
  1. Applied mathematics
  2. Reading for information
  3. Locating information **or**
- ✓ An ACT score of 21 or higher; **or**
- ✓ An SAT score of 1450 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
  1. Completed four units of Math
  2. Completed four units of Science
  3. Completed four units of Language Arts
  4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
  1. Applied mathematics
  2. Reading for information
  3. Locating information **or**
- ✓ An ACT score of 21 or higher; **or**
- ✓ An SAT score of 1450 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:

1. Completed two units World Language *(must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language)*
2. Completed three units of Math
3. Completed three units of Science
4. Completed four units of Language Arts
5. Completed four units of Social Studies

Class of 2013 & Class of 2014
ALASKA PERFORMANCE SCHOLARSHIP
Eligibility Progress Checklist

APS Level 1 (up to $4,755 per year)	APS Level 2 (up to $3,566 per year)	APS Level 3 (up to $2,378 per year)
❑ Curriculum *and*	❑ Curriculum *and*	❑ Curriculum *and*
❑ GPA: 3.5 *and*	❑ GPA: 3.0 *and*	❑ GPA: 2.5 *and*
❑ ACT: 25 or SAT: 1680 *or*	❑ ACT: 23 or SAT: 1560 *or*	❑ ACT: 21 or SAT: 1450 *or*
❑ WorkKeys: 13 (no score below 4)*	❑ WorkKeys: 13 (no score below 4)*	❑ WorkKeys: 13 (no score below 4)*

To apply for the APS, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year.

* A combined score of 13 or higher, with no score below 4, is required in Applied Math, Locating Information, and Reading for Information. Students with only WorkKeys scores can receive a Career/Technical Education (CTE) APS award which may be used to fund a certificate program but not an associate's or other degree.

Student GPA: _____ Student Test Score & Test Date: _____

Math & Science Curriculum

4 units Math				
4 units Science				
4 units Language Arts				
4 units Social Studies*				

** One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies.*

OR

Social Studies & Language Curriculum

2 units World Language*				
3 units Math				
3 units Science				
4 units Language Arts				
4 units Social Studies				

** Two language units must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language.*

12/27/2012

Find details and subscribe for updates at APS.alaska.gov

Alaska Commission on Postsecondary Education

Appendix K: Migratory Child Definition

Each district is required to track and report upon students who have been certified as an eligible migrant student through the migrant student identification and recruitment process, regardless of whether the student received services from the migrant program.

The definition of “migratory child” comes from Title 34 of the Code of Federal Regulations [34 CFR 200.81(d)]:

> (d) Migratory child means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work (1) Has moved from one school district to another; (2) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (3) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Migrant students must be certified as eligible by the state before being reported as a migrant student. Please contact Margaret MacKinnon, Title I Manager, at margaret.mackinnon@alaska.gov or (907) 465-2970 should you have questions or require additional information.

Appendix L: State Report Manager (SRM) Record Layout

The table below represents the field names that are needed in the header to submit the Summer OASIS data file through the State Report Manager (SRM). Each field must be used exactly as presented below. Any substitutions, changes, or deletions will stop the processing of the data file. The error message that results in SRM is: "One or more required fields are missing" (error #67000). This header with data must be submitted as a CSV (comma delimited) or TXT (tab delimited) file through the SRM portal (see Appendix G for detailed directions).

This header can also be found in Excel format on the EED Forms and Grants website at the following link: http://www.eed.alaska.gov/forms/home.cfm. Place "OASIS" in the **Search by Form Title Keyword** field. The form will be called **Summer 2013 OASIS SRM Column Heading Template**.

Field Name	Field #	Field Description	Type	Length	Status
AKSID	1	Alaska Student Identification Number	Number	10	Required
LocalID	2	District Student Identification Number	Number	15	Optional
LastName	3	Student Name - Last	Text	35	Required
FirstName	4	Student Name - First	Text	35	Required
MiddleName	5	Student Name - Middle (or Middle Initial)	Text	35	Required (if present)
Suffix	6	Name Suffix	Text	8	Optional
City	7	City/Town/Village	Text	30	Required
Zip	8	Zip Code	Number	5	Required
BirthDate	9	Birth date	Date	8/10	Required
Gender	10	Gender	Text	1	Required
Race	11	Race or Ethnicity	Number	1	Required
SchoolID	12	School Identification Number	Number	6	Required
Grade	13	Student Grade Level	Text	2	Required
Disability	14	Disability	Number	2	Required
IEPJuly1	15	IEP in Place on July 1	Y/N/X	1	Required
TransGenEd	16	Transfer to General Education	Y/N/X	1	Required
TransGenEdDate	17	Transfer to General Education Date	Date	8/10	Conditional
EntryDate	18	Entry Date	Date	8/10	Conditional
EntryType	19	Entry Type	Number	2	Required
ExitDate	20	Exit/Withdrawal Date	Date	8/10	Conditional
ExitType	21	Exit/Withdrawal Type	Number	2	Required
EnrolledLastDay	22	Enrollment - last day of school	Y/N	1	Required
LEPStatus	23	LEP Status	Text	2	Required
LEPLanguage	24	Bilingual/LEP Language Type	Number	2	Required
LEPProgress	25	Former LEP Student Academic Progress	Text	1	Required
AgDA	26	Aggregate Days Attendance (AgDA)	Number	6	Required (999.99)
AgDM	27	Aggregate Days Membership (AgDM)	Number	6	Required (999.99)
EconDisadv	28	Economically Disadvantaged (Low Income)	Y/N	1	Required
Migrant	29	Migrant	Y/N	1	Required
Title1	30	Title IA Student	Y/N	1	Required
Title1-Math	31	Title IA Math	Y/N	1	Conditional
Title1-Reading	32	Title IA Reading/Language Arts	Y/N	1	Conditional
Title1-Science	33	Title IA Science	Y/N	1	Conditional
Title1-SocStud	34	Title IA Social Studies	Y/N	1	Conditional
Title1-CTE	35	Title IA Vocational/Career	Y/N	1	Conditional
Title1-OtherInstr	36	Title IA Other Instructional	Y/N	1	Conditional
Title1-Health	37	Title IA Health Services	Y/N	1	Conditional
Title1-Guidance	38	Title IA Guidance/Advocacy	Y/N	1	Conditional
Title1-OtherSupp	39	Title IA Other Support	Y/N	1	Conditional
Immigrant	40	Immigrant Student	Y/N	1	Required

USEntryDate	41	Immigrant Student – First U.S. Entry	MM/YY	5/7	Required (if IMM = Y)
Homeless	42	Homeless Student	Y/N	1	Require
HomelessRes	43	Homeless Student – Night Residence	Number	1	Conditional
TargetGrad	44	Target Cohort Graduation Year	Number	4	Required
CollegiateEligibility	45	Collegiate Performance Scholarship Eligibility	Number	1	Conditional
CareerEligibility	46	Career/Technical Performance Scholarship Eligibility	Number	1	Conditional
AcademicOption	47	Academic Option	Number	1	Conditional
GPA	48	Grade Point Average	Number	4	Conditional (9.99)
Notes	49	Notes	Text	35	Conditional (Required If LLEP = 30 - Other; Enter LLEP Language)

Note: Field names must match header exactly in the file that you submit through SRM or your file will not upload properly.

Appendix M: A Guide to Frequently Asked Questions

1. **Why is this data being collected and why should I get it in on time?**

   One goal of the Summer OASIS data collection is to reduce the reporting burden on school district personnel by consolidating data collections and eliminating redundancy in federal program reporting.

   By collecting information at the student-level we can aggregate data for counts, calculate indicator rates and link to other student-level databases.

   However, for the department to successfully utilize the Summer OASIS data it is very important that the information be sent in by July 15th.

   Erroneously reported end of year data can be damaging to school district's dropout, graduation, and attendance rates that are used in calculating ASPI.

   The preliminary ASPI data is released on July 1 and the final ASPI reports are released on or around August 15. Late submission of data from even one district delays accurate calculation and reporting for federally required data collections, including ASPI.

   When there is no information available the department will report 0%. This will have grievous impact upon a school's ASPI rating and is likely to trigger additional consequence.

   Summer OASIS is also being used to collect and report eligibility data for the Alaska Performance Scholarship. Without this data, otherwise eligible graduates from your district will not be awarded scholarships.

AgDA/AgDM Questions

2. **How do I calculate AgDA and AgDM?**

   The Maximum AgDA must be equal to or less than the AgDM.

   If requested, a template will be sent with a pre-filled column indicating the maximum AgDM for each student contained in the template. ***You may use this maximum indicated AgDM for those students who were enrolled for the entire year***. The maximum AgDM is calculated using your district's official school calendar that was submitted to the department.

   AgDM (aggregate days membership) is the total number of days that a student was *enrolled* during the 2012-2013 school year. For a returning student, begin counting with the official first day students attended school (different schools may have different first days - check the official school calendar). For a transfer or returning student, begin counting with the first day that the student was enrolled **during this school year (July 1, 2012 - June 30, 2013).**

   Stop counting on the last day that the student was officially enrolled or the official last day of school that students attended. When counting the total number of days that a student was enrolled, **do not include** Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Work Days, and Parent-Teacher Days not meeting the minimum hour requirement.

   Do include the days that the student was absent, but still enrolled in school.

AgDA (aggregate days attendance) is the total number of days that a student *attended* school during the 2012-2013 school year. For a returning student, begin counting with the first day that the student attended school. For a transfer or returning student, likewise begin counting with the first day that the student attended school **during this school year (July 1, 2012 - June 30, 2013). Do NOT start counting before the official first day that students attended - check the official school calendar.** Skip days that the student was absent and stop counting on the last day that the student attended or the official last day of school that students attended. ***Include the last day of school if the student attended.*** When counting the total number of days that a student attended school, do not include Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Work Days, and Parent-Teacher Days not meeting the minimum hour requirement.

Example: If a student was enrolled at the beginning of school, attended for 10 days, and then dropped out, enter 10 on the first row/record for the AgDM and AgDA. If the same student then returned after Christmas break and re-enrolled and attended school for 20 days, you would start another row/record and enter 20 for the AgDM and AgDA. The student's other information would be duplicated with the exception of the Entry Date, Entry Type, Exit Date, Exit Type, AgDM, and AgDA.

3. **Why aren't In-service Days included in the AgDA and AgDM calculations?**

   AgDA & AgDM calculations are defined by the following Alaska Administrative Code:
   4 AAC 06.895 Report card to the public (i) Each school shall compute and report the information required by AS 14.03.120 (d)(5) and this section as follows:

   (1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when school is in session during the school year; **inservice days are not included in the computation**; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school.

Special Education Questions

4. **Do I use a certain date in determining which students with disabilities should be included with a disability code?**

   No, all students who received special education services at any point during the reporting period should have their disability recorded. This includes students who transferred to general education at some point during the reporting period.

5. **Should I report Entries and Exits such as when a student is initially tested or when a parent declines services?**

   No, these are not events for which the state is required to collect data. Do not include such events. With the exception of Disability Category, IEP in Place July 1**,** Transfer to General Education, and Transfer to General Education Date fields, Special Education Students should be reported the same as other students.

6. **What students should receive a Y(es) in the IEP in Place on July 1 field?**

   Only students who had an IEP in place in Alaska on July 1, 2012 should receive a Y(es) in this field.

7. **How do I determine which students should be marked Y(es) for Transfer to General Education?**

   If a student had an IEP in place on July 1, 2012 and then transferred to general education at any point during the school year before June 30, 2013 enter Y in the Transfer to General Education field. This means the student is still in school, but no longer receiving special education services. Students who leave special education because they left school (graduated, dropped out, etc.) should NOT be marked Y based on those exit events.

   Any student marked Y for Transfer to General Education must have an associated Disability Category. *(This question refers to element 16 – Transfer to General Education.)*

8. **At what age does a student with disabilities reach the maximum age for services?**

   A student with disabilities who has not been issued a regular diploma may be provided SpEd-related services until reaching the age of 22. If a student with disabilities is 21 years of age and will turn 22 prior to the completion of the following school year, that student may, in Element 21, receive an Exit Type of **11** (reached maximum age for services and did not receive a diploma or certificate of achievement).

Graduation Questions

9. **How should I code a student who is recorded as a graduate from two schools in the district?**

   If your district has students graduating who are dually enrolled within the district, the graduation Exit Type must be assigned to only one school that the student attends. Use an Exit Type of 17 for the other student record whose school is not assigned the graduation Exit Type - and put "Graduate" in the associated notes field. *(This question refers to element 21 – Exit/Withdrawal Type.)*

10. **Should a correspondence student be reported as a graduate if it is known that he/she graduated from a brick and mortar school?**

    No, a student may only graduate from one school. Report a student as a graduate only if he/she graduated from the school being reported.

11. **How should mid-year graduations be reported?**

    The district should report the final date of student attendance for all graduates. *(This question refers to element 20 – Exit/Withdrawal Date.)*

12. **How should prior summer graduates be reported?**

    If your district has students graduating with a diploma during the prior summer (July 1, 2011 to the beginning of school, fall 2011), report these students with an Entrance Type 0 (zero) and Exit Type 15. Leave the Entrance Date blank. Put in the official graduation date in the Exit Date. *(This question refers to elements 18-21 – Entry Date, Entry Type, Exit/Withdrawal Date, Exit/Withdrawal Type.)*

13. **How should former students (not enrolled) who pass the HSGQE and receive a regular diploma be reported?**

    If your district has non-enrolled returning students who take and pass the HSGQE, graduate, and receive a regular diploma, code them with Entrance Type 0 (zero) and Exit Type 16. Leave the Entrance Date blank. Enter the official graduation date in the Exit Date. *(This question refers to elements 18-21 – Entry Date, Entry Type, Exit/Withdrawal Date, Exit/Withdrawal Type).*

14. How should students be reported when being issued a diploma by a public school in Alaska under the Interstate Compact on Educational Opportunity for Military Children?

Students who did not enroll in an Alaska public school during the current year, but who are eligible for a diploma under the compact, should be coded with Entrance Type 0 (zero) and the Exit Type that most accurately reflects the student's graduation. This will usually be Exit Type 7. Leave the Entrance Date blank. The Exit Date will reflect the date the diploma is issued. In the Notes field, identify the student as "*Interstate Compact Graduate*."

Dropout Questions

15. Which students should be coded as dropouts?

Any student (grades 1-12) who discontinues schooling for any of the following reasons should be coded as a dropout:

- pursuing GED
- administrative drop
- entering military
- employment
- expulsion
- failing
- family problems
- pregnancy
- alcohol/drug dependency
- prolonged illness
- transfer to non-district sponsored home schooling
- truancy
- unknown reasons for school withdrawal and no formal request for transfer of student's records

❖ A student who transfers to a non-district sponsored home school environment is a dropout UNLESS he/she enrolls in a public correspondence school. (When we calculate district dropout totals, we check that dropouts have not enrolled in another district. If student has, he/she is not counted as a dropout).

❖ A student who transfers to a private school is not considered a dropout.

❖ A student who leaves school with an *"Other Credential*" such as a certificate of completion or attendance in lieu of a high school diploma, returns to school within the same reporting year, and then drops out in the same reporting year will be counted as a drop out for the year but will not be counted twice in the denominator of the graduation rate calculation.

16. How do I determine if a student is considered a Summer Dropout (coded as Entry Type 0, Exit Type 0, and blank Entry and Exit Dates.)?

A student (grades 7-12 only for Summer Dropouts) who completed the 2011-12 school year but did not return to school at the beginning of the 2012-13 school year and who did not have a formal transcript request or confirmed transfer event, should be reported as a Summer Dropout with an Entry Type of 0 and Exit Type of 0. Leave the Entry Date and Exit Date fields blank.

17. **Will a student who drops out more than once be counted more than once as a dropout in calculating the district's dropout rate and/or graduation rate?**

    Within a district for any given year, a dropout is only counted once as a dropout. For graduation rate calculations, only the most recent dropout event will be counted. Once a Summer OASIS file is received, student dropouts can be deleted from the dropout count if the student re-appeared in another school or district.

18. **How do I code a student who goes on an extended family vacation?**

    A student who discontinues schooling but is expected to return (due to lengthy family vacations, illness, etc.) should **not** be coded as a dropout. His/her days absent should be subtracted from his/her AgDA, but not from his/her AgDM. If the student has been formally withdrawn, do not include any days after the formal withdrawal in the student's AgDM.

19. **How do I code a student who returns to school late from summer break?**

    If a student returns AFTER October 1st (unless the student enrolled late for a valid reason that the district recognizes) report them on one row/record as a Summer Dropout with an Entry Type of 0 and Exit Type of 0 AND leaving the Entry & Exit Dates blank. Next, report them on another row/record as you would with any other returning Dropout with an Entry Type of 7. If the student returns BEFORE October 1st, report them as you would a regular returning student with absences at the beginning of the year.

    Email Eric Caldwell at eric.caldwell@alaska.gov if you believe there are special circumstances that need to be considered.

20. **How should an expelled student be coded?**

    An expelled student should be coded as a dropout. If we find that these students re-enroll in another school/district, then we remove them from the list of dropouts.

21. **How should an expelled student be coded who is verified to have enrolled in a public school in another state be coded?**

    The student should be coded as a student Exit Type 3 (Transfer to a public school in a different state or country)

22. **Why do I need to report graduates and dropouts since they're already reported for the school Report Cards?**

    The Report Card Handbook mentions that the Graduate and Dropout information is being collected in the Summer OASIS file. There is no need for the Report Card Coordinator to submit Graduate and Dropout information in the Report Card data submission if the information has been previously reported in the Summer OASIS file (although the rest of the requested data in the Report Card data submission must be provided). If the district submits Graduate and Dropout information in both the Report Card data submission and Summer OASIS file then the department **will use the Summer OASIS data file** to calculate the official Graduation Rates and Dropout Rates.

Free-Lunch & Low-Income Questions

23. **Do I use a certain date in determining whether a student is considered Economically Disadvantaged (low income)?**

The Economically Disadvantaged (Low Income) information may reflect the most recent information you have on the student.

24. Why isn't the Economically Disadvantaged (low income) pulled from the state's free lunch information?

Ideally, we could get that information from the state's free/reduced lunch information, but we only have access to the total number of students receiving free/reduced lunches, so unless the entire district qualifies, we don't know which students qualify and would therefore be considered low income. If a school or district does not participate in the free/reduced lunch program, the school/district must still report Economically Disadvantaged students according to the criteria specified in *Alaska Income Eligibility Guidelines for Free and Reduced Meals*, adopted by reference in 4 AAC 06.802 *(See Appendix C)*.

25. If a student is Free/Reduced lunch qualified (often used to determine Low Income/Economically Disadvantaged status) at some point of the year, is he/she qualified the entire school year even if he/she exits the Free/Reduced lunch program and/or exits the school?

Yes.

26. May we report all Migrant eligible students as Low Income/Economically Disadvantaged?

If a student qualifies as Migrant, then he/she is eligible for free/reduced lunch, and then if the district chooses, the district may consider all Migrant eligible students as Low Income/Economically Disadvantaged. Alternatively, the district may choose to survey in order to classify Migrant students as Low Income or not Low Income according to the eligibility guidelines in 4 AAC 06.802.

27. What is the free/reduced lunch eligibility status of a student who qualified at some point for free/reduced lunch benefits but then later in the school year had low income or migrant benefits withdrawn or denied?

A student who is determined to be eligible for free/reduced lunch benefits at any point during the school year is considered eligible for the entire school year.

LEP Questions

28. If a student is LEP qualified at some point of the school year, is he/she qualified the entire school year even if he/she exits the LEP program and/or exits the school?

Yes. While an LEP student may stop receiving program services, he or she must meet the exit criteria of being proficient once on the ELP assessment, so an LEP student is considered LEP until the end of the school year when the exit determination may be made.

29. How should a student be coded on LEP Status (element 23) if he/she was identified as an LEP eligible student during the reporting period and scored at the overall proficient level on the spring state-approved assessment of the English language proficiency?

Code such a student with a code 'LT' because such a student is considered an LEP student for the entire reported school year. The LT code indicates the student has met the criteria to exit LEP status at the end of the reported school year. In the next school year, such a student would be coded as 'M1' (first year of monitoring for a former LEP student).

30. How should a student be coded for LEP Status (element 23) if he/she was assessed for LEP between July 1 and June 30 of the reported school year and was identified as LEP eligible?

Code such a student with code 'L1' because such a student is in the first year of identification as an LEP student.

31. How should a student be coded on LEP Status (element 23), who was coded as an M2 on the Participation Rate reporting?

Code such a student with a code 'M2' on this reporting also. Next year such a student would be coded as 'X' (not an LEP student).

32. How should students be coded who are not potential LEP or LEP eligible students?

On elements 23 and 25, code these students with an 'X'. On element 24, code these students with a '99'

33. How does a district monitor former LEP students?

Former LEP students must be monitored for two years for academic progress. Students in grades 3-10 (those tested in math and reading/language arts for ASPI) will be monitored for proficiency in the content Standards Based Assessments. Students in grades K, 1, 2, 11, and 12 will be monitored for academic progress in reading/language arts and math according to local criteria as determined by the district. The district will determine which academic courses and grade reports will be monitored for the two years of monitoring, and the criteria for academic achievement or failure.

Entry/Exit Questions

(These questions relate to element 19 – Entry Type and element 21 – Exit/Withdrawal Type)

34. How do I report a student who is enrolled simultaneously in more than one school?

Report the student with multiple rows. The student should be reported in one regular school and may be reported as simultaneously enrolled and attending in multiple alternative/correspondence schools. The student will be counted in the regular school as the main school of enrollment.

35. How do I code a returning student who enters school at the beginning of the school year, is enrolled for the entire school year, and is expected to continue on in the same school the next year?

A student who is enrolled the entire school year will have one row/record with an Entry Date matching the official first day of school for students (not teachers) and an Exit Date matching the official last day of school for students (not teachers). Use Entry Type 10 for Returning Students and Exit Type 14 for a PK-11th grade student expected to continue on the next year (or Exit Type 13 for a 12th grade student expected to return as a 12th grade student).

36. How do I code a student who enters and exits school enrollment several times during the school year?

A student who enters and exits schooling several times during the school year **must have multiple rows/records** reflecting the student's multiple Entry and Exit Dates. These students will also have multiple Entry and Exit Types and multiple AgDAs and AgDMs which will have to be calculated. **Do not include more than one Entry Date, Exit Date, Entry Type, or Exit Type in one row/record.**

37. How do I code a private school student who is taking public school classes, but is not going to graduate from the public school?

Private school students taking public school classes will be assigned an Entry Type of 5 and Exit Type of 5. The student's Exit Date will be the official last day of the public school attended.

38. Should I report a mid-year student grade promotion or demotion as an entry and/or exit?

No, do not report mid-year grade promotions/demotions *unless* the student changed schools. If a student is promoted or demoted mid-year in grade and as a result *changes schools*, code the student with an Exit Type of 1 from the school he/she is leaving and an Entry Type of 1 for the school he/she is entering.

For general students who are continuing on at the end of the school year, code their grade level as it was at the end of the year and use Exit/Withdrawal Type Code 14 *(see Exit/Withdrawal Type Code 13 for returning 12th graders)*.

39. How does the district account for a student who was reported at the end of 2011-2012 as expected to return (Exit/Withdrawal Types 13 and 14), did not return in 2012-2013, and transferred elsewhere *or* who was reported at the end of 2011-2012 as transferring to another Alaska public school district (Exit/Withdrawal Types 1 and 2) but actually transferred to a private school or a school outside of Alaska in 2012-2013?

The district should report Entry Type 0 (non-enrolled student) and an Exit Type that indicates whether the student transferred to another Alaska district (2), to a different state or country (3), to a private school (5), or to a correctional institution with a diploma-track education (6). The Entry Date and the Exit Date must remain null. Aggregate Days of Attendance and Aggregate Days of Membership must both remain null.

Accurately reporting these transfers will assist the district and EED in identifying your district's and schools' true cohort groups, which will improve the accuracy of your four-year cohort graduation rates.

General Questions

40. What grade should I report for a student who is in more than one grade during the year?

Report the grade identified with the student as of the exit date on the record/row.

Alaska Performance Scholarship Questions

41. A graduating student does not qualify for an Alaska Performance Scholarship. What information do I need to provide?

Enter a code of zero (0) for Collegiate Performance Scholarship Eligibility (Element 45) and Career/Technical Performance Scholarship Eligibility (Element 46) to indicate the student is not eligible for an Alaska Performance Scholarship. Elements 47 and 48 must contain null values, as these elements are only entered for students who qualify for an Alaska Performance Scholarship.

42. A student qualifies for the third award level Collegiate Performance Scholarship and the first award level Career/Technical Performance Scholarship. Can I report different scholarship levels for Collegiate and Career/Technical Performance Scholarships?

Yes. Please note that a student can be eligible for a higher level Career/Technical scholarship than Collegiate scholarship; however, the Collegiate scholarship level cannot be higher than the Career/Technical scholarship level.

43. A student qualifies for the Alaska Performance Scholarship through the Social Studies and Language option. Does this mean the scholarship will be cancelled if the student decides to major in one of the Math and Science fields?

The academic option is provided to offer two different paths to qualify for the Alaska Performance Scholarship. The choice of academic option does not limit the student's course of study at their postsecondary institution.

Migrant Questions

44. If a student is a qualified migrant student at some point of the year, is he/she qualified the entire school year even if he/she exits the migrant program and/or exits the school and/or does not receive migrant program services?

Yes.