

2018 PARTICIPATION RATE (Spring OASIS) DATA HANDBOOK

Count Date: March 26, 2018

Due: April 16, 2018



Last Updated: March 13, 2018

Table of Contents

Instructions	3
Changes for Spring 2018	5
<i>New Elements</i>	5
<i>New State Report Manager (SRM) System Validation Rules</i>	5
Clarifications	6
Data Elements	8
Appendix A: 4 AAC 07.060 – Student records	18
Appendix B: Race/Ethnicity Descriptions and Guidance	19
<i>Race/Ethnicity Definitions</i>	19
<i>Race/Ethnicity Codes – DEED Guidance</i>	20
Appendix C: Recently Arrived EL Students	21
Appendix D: Disability Definitions and Disability Categories 15 & 16	22
Appendix E: State Report Manager (SRM) Record Layout	26
Appendix F: State Report Manager (SRM) System Submission Process	27
Appendix G: State Report Manager (SRM) System Validation Rules	30
Appendix H: Locating an Individual’s Alaska Teacher Identifier (ATI)	34
Appendix I: Frequently Asked Questions	37

Instructions

The purpose of this collection is to assist in reporting student demographics and calculate student test participation.

This submission is a student-level data file that includes all students enrolled in a district on the first day of testing. **It is required to include all students in grades 3 through 10 in this data collection.** (Please see pages 7 and 8 of this document for more information.) This year, the first day of testing is **March 26, 2018**. The detail requested in this file allows for disaggregation of assessment results in a variety of student subgroups required by law.

1. Districts must submit a complete set of data elements as defined in this data dictionary for each student that was enrolled on **March 26, 2018**, through the State Report Manager (SRM) at <https://srm.eed.state.ak.us/srm>.

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) or zipped tab-delimited
- Comma-separated (.CSV) or zipped CSV

For further instructions on submitting through SRM, please see Appendix F. Additionally, the Department of Education and Early Development (DEED) 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 please contact Heather Kahklen at heather.kahklen@alaska.gov or (907) 465-8724 for assistance.

Note: Successful submission requires utilization of exact field names in the header. A copy of the field names is located within Appendix E. In addition, an Excel file containing the header field names may be downloaded on the Department of Education and Early Development (DEED) website at <https://education.alaska.gov/forms/>

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 the original file. Please see Appendix G for a list of validation rules and error message details.
4. Re-submit corrections through SRM. Repeat steps 1-3 until file is free of errors.
5. Certify/verify data are accurate through SRM.

4 AAC 07.060(a)(7) states that the Alaska Student Identification Number (AKSID) must appear in each electronic record containing student-level information that is reported to the department.

Please see Appendix A to view the specific regulation.

Note: When a file is created using the Comma Separated Values format (CSV) and data fields contain commas, the integrity of the exchange file will be compromised.

A program uploading a CSV file interprets each comma as a field delimiter within each record and expects each record to contain the same number of commas. When a data field contains a comma, as in “Smith, JR.” the import program considers the comma between “Smith” and “Jr.” as the demarcation of a new field. The solution is to strip-out all commas at the same time the file is created. An alternative is to use tabs instead of commas as field delimiters.

Changes for Spring 2018

New Data Elements

[Data Element #27](#) - Grade 9 Algebra I

Changes to existing Data Elements

- [Data Element #24](#) - English Language Arts Teacher of Record: Alaska Teacher Identifier (ATI)
Removed [Grade 10 from grade span](#). Beginning in spring 2018, students enrolled in Grade 10 will no longer take content assessment in English Language Arts therefore an ATI is not required.
- [Data Element #25](#) - Mathematics Teacher of Record: Alaska Teacher Identifier (ATI)
Removed [Grade 10 from grade span](#). Beginning in spring 2018, students enrolled in Grade 10 will no longer take content assessment in Mathematics therefore an ATI is not required.

Data Element Removed

No data elements were removed this year.

State Report Manager (SRM) Validation Rules

- New

Rule ID	Severity	Rule	Detailed Message
67804	Error	ATI Missing for English Language Arts Teacher	ELA Teacher ATI is null; must have a valid ATI associated with student in grades 3-9
67804	Error	ATI Missing for Mathematics Teacher	Math Teacher ATI is null; must have a valid ATI associated with student in grades 3-9
67817	Error	Grade 9 Algebra	If a student is enrolled in Grade 9 , there must be a code of 1, 2 or 3 entered in Data Element #27 (Grade9Algebra).
67818	Error	Non Grade 9 Algebra	If a student is Non-Grade 9 , there should be a 'null' in Data Element #27 (Grade9Algebra).

- Edits
No validation rules were edited this year.
- Removed
No validation rules were removed this year.

Clarifications

Per 4 AAC 06.737. Standards-based test. ...Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in English language arts and mathematics annually to every student in grades three through eight and in one or more years, as determined by the commissioner, in grades nine through 12, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten.

- All students who are enrolled in grades 3 through 10 on [March 26, 2018](#) must be reported in this data collection.

- All students who are enrolled in grades 3 through 10 on [March 26, 2018](#) are considered for the calculation of the participation rate.

- Participants are students that receive at least one valid score out of any of the two required subjects (English Language Arts and Mathematics) for each exam.

- Students that are eligible and/or participate in the alternate assessments will be included in the participation rate and should be included in this data collection.

- Do not include students with disabilities who are parentally placed in a private school. Since these students only receive special education services through the public school (basic educational services are provided by the private school), they should not be assessed on PEAKS and should not be included in the Participation Rate file. Private school students are not eligible to participate in PEAKS or Alternate Assessment.

- Please verify your data to ensure the student records reported in this file match at the individual level to the information coded in the test materials. This will ensure the Participation Rate file matches your performance-level file. The performance-level data used by DEED come from our test vendors. **Any discrepancies between the Participation Rate file and the test vendor's data file will be resolved by using the data from the Participation Rate file.**

- Please use one of the following generic Alaska Teacher Identifiers (ATI) for those select situations when a student does **not** have a teacher of record in any one of the three subject areas:

- Please use ATI 13333 when a student with an FTE greater than 0.25 does not have a teacher of record in any one of the three subject areas.
- Please use ATI 10111 when a student with an FTE of 0.25 does not have a teacher of record in any one of the three subject areas.

- A district may, on a case-by-case basis, exempt an individual student from a state assessment described in 4 AAC 06.737 if an **unexpected severe medical condition** prevents the student from participating in the administration of the assessment. The student **will not be included** in measures of school and district accountability. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request. [4 AAC 06.820(g), emphasis added]

- Per federal guidance all Migrant students are categorically eligible for Free/Reduced Lunch.
- Any student that participated in a statewide assessment in the previous year cannot be identified as a Recently Arrived – English Learner (RA-EL), formally known as FYI (First Year Immigrant) and LEP (Limited English Proficient).
- The EL student codes are defined for all data collections. **For the Participation Rate file, the code LT cannot be used as the student results from the English Language Proficiency (ELP) assessment are not yet available.** Students who are coded as LP for the Participation Rate file may be changed to LT for the Summer OASIS data collection if results from the ELP assessment show that the student is proficient in English.

Information on the State Fiscal Stabilization Fund:

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides grant monies to states to help stabilize state and local budgets in order to minimize and avoid reductions in education and other essential services in exchange for a state's commitment to advance essential education reform in key areas. The collection of this information will assist in:

- Adopting rigorous college and career-ready standards and high-quality assessments;
- Establishing data systems and using data for improvement;
- Increasing teacher effectiveness and equitable distribution of effective teachers;
- Turning around the lowest-performing schools; and
- Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.

Data Elements

(New text in green)

Status	Element Number	Element Description
REQUIRED	1	<p>Alaska Student Identification Number</p> <p>Student's unique Alaska Student Identification Number. No student data will be accepted without a valid ID number.</p> <p><u>Example</u> <u>Description</u> 999999 Leading zeros are no longer required but are acceptable.</p>
OPTIONAL	2	<p>District Student Identification Number</p> <p>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.</p>
REQUIRED	3	<p>Student Name – Last</p> <p>Student's last name</p>
REQUIRED	4	<p>Student Name – First</p> <p>Student's first name</p>
OPTIONAL	5	<p>Student Name – Middle (or Middle Initial)</p> <p>Student's middle name or initial</p> <p>Note: Do not include Jr., Sr., II, III, etc. or commas. If you do, the Student ID System will not match and will result in an error message being generated in Edit Report.</p>
OPTIONAL	6	<p>Name Suffix</p> <p>An appendage, if any, used to denote a student's generation in his family (e.g., Jr., Sr., II, III). Periods are acceptable.</p>
REQUIRED	7	<p>Birth Date</p> <p>Student's date of birth. Format: MM/DD/YY or MM/DD/YYYY</p>

Status	Element Number	Element Description																				
REQUIRED	8	<p>Gender</p> <p>Code indicating the gender of the student.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>Female</td> </tr> <tr> <td>M</td> <td>Male</td> </tr> </tbody> </table>	Code	Description	F	Female	M	Male														
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REQUIRED	9	<p>Race or Ethnicity</p> <p>Code indicating the racial or ethnic background of the student.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>White (Caucasian)</td> </tr> <tr> <td>2</td> <td>African American</td> </tr> <tr> <td>3</td> <td>Hispanic</td> <td rowspan="2"> <p><u>All</u> Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race.</p> </td> </tr> <tr> <td>4</td> <td>Asian</td> </tr> <tr> <td>5</td> <td>American Indian</td> <td rowspan="4"> <p>Do <u>not</u> include individuals that have identified themselves as Hispanic/Latino.</p> </td> </tr> <tr> <td>6</td> <td>Alaska Native</td> </tr> <tr> <td>7</td> <td>Two or More Races</td> </tr> <tr> <td>8</td> <td>Native Hawaiian or Pacific Islander</td> </tr> </tbody> </table> <p>Please see Appendix B for Race/Ethnicity Code clarifications; page 19. Note: American Indian and Alaska Native will be combined and reported as one category (Alaska Native/American Indian) and Asian and Native Hawaiian or Pacific Islander will be combined and reported as one category (Asian/Native Hawaiian or Pacific Islander).</p>	Code	Description	1	White (Caucasian)	2	African American	3	Hispanic	<p><u>All</u> Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race.</p>	4	Asian	5	American Indian	<p>Do <u>not</u> include individuals that have identified themselves as Hispanic/Latino.</p>	6	Alaska Native	7	Two or More Races	8	Native Hawaiian or Pacific Islander
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REQUIRED	10	<p>School Identification Number</p> <p>School code as assigned by DEED. 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 go to http://education.alaska.gov/Alaskan_Schools/Public/ And click on 2017-2018 District and School IDs, under Quick References for school numbers.)</p>																				

Status	Element Number	Element Description
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REQUIRED **11** **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 3-9.
 Grades KG, 01, 02, 11 and 12 have been removed.

<u>Code</u>	<u>Description</u>
3	Third grade
4	Fourth grade
5	Fifth grade
6	Sixth grade
7	Seventh grade
8	Eighth grade
9	Ninth grade
10	Tenth grade

Note: Students are expected to move up a grade level each school year unless retained or advanced a grade per district policy. DEED will perform data quality checks and will contact districts for clarification if significant anomalies are found in the data, such as a group of students “skipping” grades.

Status	Element Number	Element Description
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REQUIRED

12

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.

(Codes 02-14) Did this student have an active IEP on the first day of testing and were they receiving related special education services?

<u>Code</u>	<u>Description</u>
0	Not receiving special education services
2	Cognitive Impairment
3	Hearing Impaired – Includes Deaf
4	Speech or Language Impairments
5	Visual Impairments
6	Emotional Disturbance
7	Orthopedic Impairments
8	Other Health Impairments
9	Specific Learning Disabilities
10	Deaf-Blindness
11	Multiple Disabilities
12	Autism
13	Traumatic Brain Injury
14	Developmentally Delayed
15	Student was receiving special education services at time of the assessment last year, but no longer qualifies for special education services at time of testing this year.
16	Student was reported with disability code 15 last year.

Please see Appendix D for disability definitions and additional clarification on Disability Codes 15 and 16; page 22.

Status	Element Number	Element Description
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REQUIRED **13** **EL Status**

Indicate whether or not the student has been identified as an English Learner (EL) student by using the codes below. Students with codes of L1 or LP are current EL students (EL = “Yes”). Students with codes of M1 or M2 are *former* EL students. Students with a code of X are not considered EL students. *Only students with codes of L1 or LP are eligible to receive accommodations for EL students on PEAKS.*

<u>Code</u>	<u>Description</u>
L1	First year of identification as an EL student. Student meets definition of EL scored at some point below the proficient level on state-approved assessment (either an identification assessment and/or the annual ELP assessment).
LP	Student has been identified as EL in a previous school year and has not yet scored proficient on the state-approved assessment of English Language Proficiency.
M1	First year of monitoring for former EL student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.
M2	Second year of monitoring for a former EL student. Student should have had a code of M1 in the previous school year.
X	Not identified or considered to be an EL student. (Includes former EL students that have completed two years in monitoring status.)

Note: Code LT is used to identify an EL student who has scored at the proficient level on the state-approved assessment of English Language Proficiency during the current school year. Code LT is valid in the Summer OASIS, but **not** in the Participation Rate data collection because student results from the ELP assessment are not yet available.

Status	Element Number	Element Description						
REQUIRED	14	<p>Economically Disadvantaged (Low-Income)</p> <p>This identifies students that are eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.802.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Please see Appendix I for clarification on how to identify economically disadvantaged students if the student's school does not provide free or reduced price lunch; page 37. FAQ #3.</p>	Code	Description	Y	Yes, this student is economically disadvantaged (low-income).	N	No, this student is not economically disadvantaged (low-income).
Code	Description							
Y	Yes, this student is economically disadvantaged (low-income).							
N	No, this student is not economically disadvantaged (low-income).							
REQUIRED	15	<p>Active Duty Parent/Guardian</p> <p>This identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student has a parent/guardian on active duty.</td> </tr> <tr> <td>N</td> <td>No, this student does not have a parent/guardian on active duty.</td> </tr> </tbody> </table> <p>Please see Appendix I for additional clarification on active duty status; page 37. FAQs #4-6.</p>	Code	Description	Y	Yes, this student has a parent/guardian on active duty.	N	No, this student does not have a parent/guardian on active duty.
Code	Description							
Y	Yes, this student has a parent/guardian on active duty.							
N	No, this student does not have a parent/guardian on active duty.							
OPTIONAL	16	<p>Group Name</p> <p>This is a group name used to group students for PEAKS or Alternate Assessment reporting, i.e., class, teacher, house, grade, etc.</p> <p>Note: Do not include commas.</p>						

Status	Element Number	Element Description						
REQUIRED	17	<p>Alternate Assessment</p> <p>Please indicate "Yes" for any student that has been identified as participating in the alternate assessment for English Language Arts or Math in grades 3 through 10 or has been identified to participate in the alternate assessment for Science in grades 4, 8, and 10.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student is an alternate assessment student.</td> </tr> <tr> <td>N</td> <td>No, this student is not an alternate assessment student.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student is an alternate assessment student.	N	No, this student is not an alternate assessment student.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student is an alternate assessment student.							
N	No, this student is not an alternate assessment student.							
REQUIRED	18	<p>FTE (Full-Time Equivalent) > 0.25</p> <p>This identifies whether the student's enrollment status is greater than 0.25 FTE.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Student is enrolled in school greater than 0.25 FTE</td> </tr> <tr> <td>N</td> <td>Student is not enrolled in school greater than 0.25 FTE</td> </tr> </tbody> </table> <p>Please see Appendix I for additional information; page 37. FAQ #2.</p>	<u>Code</u>	<u>Description</u>	Y	Student is enrolled in school greater than 0.25 FTE	N	Student is not enrolled in school greater than 0.25 FTE
<u>Code</u>	<u>Description</u>							
Y	Student is enrolled in school greater than 0.25 FTE							
N	Student is not enrolled in school greater than 0.25 FTE							
REQUIRED	19	<p>FAY – SCHOOL</p> <p>Identify students that were enrolled in the school for the Full Academic Year (FAY). FAY students were continuously enrolled in that school from 10/02/17 through 03/26/18.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student was enrolled in the school FAY</td> </tr> <tr> <td>N</td> <td>No, this student was not enrolled in the school FAY</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was enrolled in the school FAY	N	No, this student was not enrolled in the school FAY
<u>Code</u>	<u>Description</u>							
Y	Yes, this student was enrolled in the school FAY							
N	No, this student was not enrolled in the school FAY							
REQUIRED	20	<p>FAY – DISTRICT</p> <p>Identify students that were enrolled in the district for the Full Academic Year (FAY). FAY students were continuously enrolled in the district from 10/02/17 through 03/26/18.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student was enrolled in the district FAY</td> </tr> <tr> <td>N</td> <td>No, this student was not enrolled in the district FAY</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was enrolled in the district FAY	N	No, this student was not enrolled in the district FAY
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Y	Yes, this student was enrolled in the district FAY							
N	No, this student was not enrolled in the district FAY							

Status	Element Number	Element Description						
REQUIRED	21	<p>Recently Arrived-English Learner: Exclude from English Language Arts Participation</p> <p>To be included the student must be a RA-EL student and must qualify as an EL pupil under 4 AAC 34.090(2). Student must take the English Language Proficiency assessment.</p> <table border="1"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, exclude this RA-EL student from English Language Arts Participation.</td> </tr> <tr> <td>N</td> <td>No, do not exclude this student from English Language Arts Participation.</td> </tr> </tbody> </table> <p>Please see Appendix C for additional information; page 21.</p>	<u>Code</u>	<u>Description</u>	Y	Yes, exclude this RA-EL student from English Language Arts Participation.	N	No, do not exclude this student from English Language Arts Participation.
<u>Code</u>	<u>Description</u>							
Y	Yes, exclude this RA-EL student from English Language Arts Participation.							
N	No, do not exclude this student from English Language Arts Participation.							
REQUIRED	22	<p>Recently Arrived-English Learner: Exclude from English Language Arts Performance</p> <p>To be included the student must be a RA-EL student and must qualify as an EL pupil under 4 AAC 34.090(2).</p> <table border="1"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, exclude this RA-EL student from English Language Arts Performance.</td> </tr> <tr> <td>N</td> <td>No, do not exclude this student from English Language Arts Performance.</td> </tr> </tbody> </table> <p>Please see Appendix C for additional information; page 21.</p>	<u>Code</u>	<u>Description</u>	Y	Yes, exclude this RA-EL student from English Language Arts Performance.	N	No, do not exclude this student from English Language Arts Performance.
<u>Code</u>	<u>Description</u>							
Y	Yes, exclude this RA-EL student from English Language Arts Performance.							
N	No, do not exclude this student from English Language Arts Performance.							
REQUIRED	23	<p>Recently Arrived-English Learner: Exclude from Mathematics Performance</p> <p>To be included the student must be a RA-EL student and must qualify as an EL pupil under 4 AAC 34.090(2).</p> <table border="1"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, exclude this RA-EL student from Mathematics Performance.</td> </tr> <tr> <td>N</td> <td>No, do not exclude this student from Mathematics Performance.</td> </tr> </tbody> </table> <p>Please review Appendix C for additional information; page 21.</p>	<u>Code</u>	<u>Description</u>	Y	Yes, exclude this RA-EL student from Mathematics Performance.	N	No, do not exclude this student from Mathematics Performance.
<u>Code</u>	<u>Description</u>							
Y	Yes, exclude this RA-EL student from Mathematics Performance.							
N	No, do not exclude this student from Mathematics Performance.							

Status	Element Number	Element Description				
CONDITIONAL	24	<p>English Language Arts Teacher of Record: Alaska Teacher Identifier (ATI)</p> <p>This is the unique Alaska Teacher Identifier for the certified teacher who has been assigned the primary responsibility for the instruction and assessment of the student in the area of English Language Arts. All Alaska certified teachers have been assigned unique numbers or Alaska Teacher Identifiers (ATI) by the Teacher Certification Office. This will be used to link student (Grades 3-9) and Teacher of Record for English Language Arts.</p> <table border="0"> <tr> <td><u>Example</u></td> <td><u>Description</u></td> </tr> <tr> <td>999999</td> <td>Leading zeros are no longer required but are acceptable.</td> </tr> </table>	<u>Example</u>	<u>Description</u>	999999	Leading zeros are no longer required but are acceptable.
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CONDITIONAL	25	<p>Mathematics Teacher of Record: Alaska Teacher Identifier (ATI)</p> <p>This is the unique Alaska Teacher Identifier for the certified teacher who has been assigned the primary responsibility for the instruction and assessment of the student in the area of mathematics. All Alaska certified teachers have been assigned unique numbers or Alaska Teacher Identifiers (ATI) by the Teacher Certification Office. This will be used to link student (Grades 3-9) and Teacher of Record for Mathematics.</p> <table border="0"> <tr> <td><u>Example</u></td> <td><u>Description</u></td> </tr> <tr> <td>999999</td> <td>Leading zeros are no longer required but are acceptable.</td> </tr> </table>	<u>Example</u>	<u>Description</u>	999999	Leading zeros are no longer required but are acceptable.
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CONDITIONAL	26	<p>Science Teacher of Record: Alaska Teacher Identifier (ATI)</p> <p>This is the unique Alaska Teacher Identifier for the certified teacher who has been assigned the primary responsibility for the instruction and assessment of the student in the area of science. All Alaska certified teachers have been assigned unique numbers or Alaska Teacher Identifiers (ATI) by the Teacher Certification Office. This will be used to link student (Grades 4, 8, 10) and Teacher of Record for Science.</p> <table border="0"> <tr> <td><u>Example</u></td> <td><u>Description</u></td> </tr> <tr> <td>999999</td> <td>Leading zeros are no longer required but are acceptable.</td> </tr> </table>	<u>Example</u>	<u>Description</u>	999999	Leading zeros are no longer required but are acceptable.
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999999	Leading zeros are no longer required but are acceptable.					

Note: The ATI can also be found through the department's teacher inquiry site located at <http://education.alaska.gov/TeacherCertification/DistrictSearch/DistrictLogin.html>.

See Appendix H for more information; page 34.

Status	Element Number	Element Description								
CONDITIONAL	27	<p>Grade 9 Algebra I</p> <p>Identify Grade 9 students currently enrolled in a course that culminates in awarding full credit for Algebra I or its equivalent.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Currently enrolled: Scheduled to complete course content during the 2017-2018 school year.</td> </tr> <tr> <td>2</td> <td>Currently enrolled: Scheduled to complete course content during the 2018-2019 school year or later.</td> </tr> <tr> <td>3</td> <td>Not currently enrolled.</td> </tr> </tbody> </table> <p>Note: Determination of whether a student is currently enrolled in a course that culminates in awarding full credit for Algebra I or its equivalent should be based on the standards to be assessed on the Grade 9 Math assessment in spring 2018. These standards are available at https://education.alaska.gov/tls/Assessments/peaks/Grade_9_Math_Standards_Assessed_Spring_2018.pdf</p> <p>Please see Appendix I; page 37. FAQs #7-12 for additional guidance.</p> <p>If student is enrolled in grades 3-8 or grade 10 leave this data element blank.</p>	Code	Description	1	Currently enrolled: Scheduled to complete course content during the 2017-2018 school year.	2	Currently enrolled: Scheduled to complete course content during the 2018-2019 school year or later.	3	Not currently enrolled.
Code	Description									
1	Currently enrolled: Scheduled to complete course content during the 2017-2018 school year.									
2	Currently enrolled: Scheduled to complete course content during the 2018-2019 school year or later.									
3	Not currently enrolled.									
OPTIONAL	28	<p>Notes Field</p> <p>Districts may use this optional field to make notes about data entered in the record to explain any special circumstances that should receive consideration.</p>								

Appendix A: 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;
- (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 06.737, and 4 AAC 06.755.

(b) All district policies and practices with respect to student records must conform to current and appropriate state and federal laws and regulations.

Appendix B: Race/Ethnicity Descriptions and Guidance

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

4 AAC 06.830. Subgroups

4 AAC 06.899. Definitions

Race/Ethnicity Definitions

<u>Code</u>	<u>Description</u>	<u>Definition</u>
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	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.

Race/Ethnicity Codes – DEED Guidance

Beginning July 1, 2010, school districts nationwide will be required to collect, retain, and report student level ethnicity data as prescribed by the U.S. Department of Education guidance published in the Federal Register 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 DEED 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 AMO subgroups as those are negotiated with the U.S. Department of Education in the state accountability plans

Appendix C: Recently Arrived English Learner Students

Students formerly known as FYI (First Year Immigrants) or LEP (Limited English Proficient) students in our Participation Rate collections, will now be referred to as **Recently Arrived – English Learner students or RA-EL**.

Under federal regulation 200.6 (b)(4)(iv) states may exclude performance scores of recently arrived EL students in the Mathematics and English Language Arts assessment results. States have the option of not giving the content English Language Arts assessments to recently arrived EL students and only having the students take the English Language Proficiency exam.

If a district enrolls a student who qualifies as an EL pupil under 4 AAC 34.090(2), and who is new to the United States, and first enrolls in a school in the United States after the previous school year administration of the state standards-based assessment under 4 AAC 06.710(2), the district may excuse the student from participation in the state assessment in English Language Arts; and elect not to include the student's performance in any state assessments as part of measures of school and district accountability. A school in the United States is a school in any of the 50 states or the District of Columbia (DC) but not Puerto Rico.

If a school excuses a recently arrived EL student from participation in English Language Arts assessments they must have the student participate in statewide English Language Proficiency assessments.

4 AAC 06.820. Participation

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as a limited English proficient pupil under 4 AAC 34.090(2), and who first enrolls in a school in the United States after the previous school year administration of the state standards-based assessments under 4 AAC 06.737, the district may

(1) excuse the student from participation in the state assessments in English Language Arts;

and

(2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 – 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index.

Appendix D: Disability Definitions and Disability Categories 15 & 16

Disability Code	Description	Definition - Refer to 4 AAC 52.130 for specific details regarding these general eligibility notes
0	Not receiving special education services	Not receiving special education services
2	Cognitive Impairment	<ol style="list-style-type: none"> 1. Score 2 or more SDs below national norm on individual intelligence test, 2. Exhibit deficits in adaptive behavior, 3. Require special facilities, equipment, or methods, 4. Diagnosed as CI by psychiatrist or psychologist, to include a school psychologist and 5. Certified by IEP Team as qualifying for and needing special education services.
3	Hearing Impaired – Includes Deaf	<ol style="list-style-type: none"> 1. Exhibit a hearing impairment that hinders ability to process linguistic information with or without amplification (deaf) or exhibits a hearing impairment (permanent or fluctuating) that adversely affects educational performance (hearing impaired), 2. Require special facilities, equipment, or methods, 3. Diagnosed as deaf or hard of hearing by physician or audiologist, and 4. Certified by IEP Team as qualifying for and needing special education services.
4	Speech or Language Impairment	<ol style="list-style-type: none"> 1. Exhibit a communication disorder that adversely affects educational performance, 2. Require special facilities, equipment, or methods, 3. Diagnosed speech impaired by physician or SLP, and 4. Certified by IEP Team as qualifying for and needing special education services.
5	Visual Impairment	<ol style="list-style-type: none"> 1. Exhibit a visual impairment 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees determined by an optometrist/ophthalmologist which adversely affects educational performance, or a physical eye condition that affects visual functioning to the extent specially designed instruction is needed, 2. Require special facilities, equipment, or methods, and 3. Certified by IEP Team as qualifying for and needing special education services, including a certified teacher of VI.

Disability Code	Description	Definition - Refer to 4 AAC 52.130 for specific details regarding these general eligibility notes
6	Emotional Disturbance	<ol style="list-style-type: none"> 1. Exhibit one more ED characteristic that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed as ED by psychiatrist or psychologist, to include a school psychologist and 4. Certified by IEP Team as qualifying for and needing special education services.
7	Orthopedic Impairment	<ol style="list-style-type: none"> 1. Exhibit severe orthopedic impairment that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed orthopedically impaired by physician, and 4. Certified by IEP Team as qualifying for and needing special education services.
8	Other Health Impairment	<ol style="list-style-type: none"> 1. Exhibit limited strength, vitality or alertness due to chronic or acute health problem that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed by a physician, and 4. Certified by IEP Team as qualifying for and needing special education services.
9	Specific Learning Disability	<ol style="list-style-type: none"> 1. Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, 2. Limited academic achievement for his/her age and ability levels in one or more areas, 3. LD observation and written report done after referral, 4. Require special facilities, equipment, or methods, and 5. Certified by IEP Team as qualifying for and needing special education services.
10	Deaf-Blindness	<ol style="list-style-type: none"> 1. Exhibit concomitant hearing and visual impairment, 2. Require special facilities, equipment, or methods, 3. Diagnosed as deaf and blind by an optometrist or ophthalmologist and by a physician or audiologist as deaf/blind, and 4. Certified by IEP Team as qualifying for and needing special education services.
11	Multiple Disabilities	<ol style="list-style-type: none"> 1. Exhibit two or more impairments causing severe educational problems, 2. Require special facilities, equipment, or methods, 3. Diagnosed for each disability (from the categories listed here – does not include Deaf-Blind), and 4. Certified by IEP Team as qualifying for and needing special education services.

Disability Code	Description	Definition - Refer to 4 AAC 52.130 for specific details regarding these general eligibility notes
12	Autism	<ol style="list-style-type: none"> 1. Exhibit a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed by a psychiatrist or other physician, an authorized advanced nurse practitioner or a psychologist, to include a school psychologist, and 4. Certified by IEP Team as qualifying for and needing special education services.
13	Traumatic Brain Injury	<ol style="list-style-type: none"> 1. Exhibit an injury to the brain by external physical force what results in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance, 2. Impairment in one or more areas: cognition, language, memory, attention, more, 3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma, 4. Require special facilities, equipment, or methods, 5. Diagnosed by a physician, and 6. Certified by IEP Team as qualifying for and needing special education services.
14	Developmentally Delayed	<ol style="list-style-type: none"> 1. 3 through 8 years old, 2. Two SDs below mean or 25% delayed in age equivalency in cognitive development, fine and gross motor, speech and language development, social/emotional development, or self-help skills OR 1.7 SDs below the mean or 20% delayed in age equivalency in 2 or more of the areas, and 3. Certified by IEP Team as a child with early childhood developmental delays.

Notes:

Disability codes 15 and 16 are only used in the Participation Rate File and will not be accepted in other data collections.

We recommend that you do not overwrite disability code with 15 or 16 in your student management system since you will need to access the former disability code for the Summer OASIS collection.

When calculating AMOs, Alaska has been approved to include students who were **formerly** receiving special education services in the students with disabilities subgroup for two years after they no longer qualify for special education services. Disability codes 15 and 16 allow us to identify these students.

The use of codes 15 and 16 is optional, but districts may not “cherry pick” students to report. Districts must decide to identify all code 15 and 16 students or no code 15 and 16 students. When making these determinations districts should take the following into consideration:

- The proficiency rate for code 15 and 16 students as a whole is higher than the proficiency rate for students with disabilities as a whole. This means that in many cases, by identifying the code 15 and 16 students, your students with disabilities proficiency rate will increase.
- If your district has fewer than five FAY (Full academic year) students with disabilities in grades 3-10 on the first day of testing, the students with disabilities subgroup will fall below the minimum *n* size and will be reported with N/As for AMO determinations. You may want to keep this in mind when determining whether your district will or will not identify the code 15 and 16 students. If you choose to identify the code 15 and 16 students, they will be included in the minimum *n* counts.

Code 15 should be used to identify students who were receiving special education services at the time of the assessment last year (was reported with a disability code of 2-14 in the participation rate file last year), but who no longer qualify for special education at the time of PEAKS testing this year (does not have a disability code of 2-14). Note: If a 3rd grade student was receiving special education services at testing time last year, but are no longer receiving services this year they should be coded as 15 even though they were not in an assessed grade last year.

Code 16 should be used to identify any student who was reported (or should have been reported) as a code 15 last year who still does not qualify for special education services at time of PEAKS testing this year. If this student does not qualify for special education services next year, they would be reported with a disability code of 00 in that participation rate file.

Appendix E: State Report Manager (SRM) Record Layout

The table below represents the field names that are needed in the header to submit the Participation Rate Data file through the State Report Manager (SRM). Each field must be used exactly as presented below. Any substitutions, changes, or deletions will stop processing of your 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 or .TXT file through the SRM portal (see Appendix F for detailed directions).

This header in excel format can also be found on the DEED Forms and Grants website (see link below). Place OASIS in the **Search by Form Title Keyword:** field. The excel form will be called “2018 Participation Rate Column Heading Template (OASIS).”

<https://education.alaska.gov/forms/>

Field Name	Element Number	Element Description	Type	Max 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	Optional
Suffix	6	Name Suffix	Text	8	Optional
BirthDate	7	Birth date	Date/Time	10	Required
Gender	8	Gender	Text	1	Required
Race	9	Race or Ethnicity	Text	1	Required
SchoolID	10	School Identification Number	Number	6	Required
Grade	11	Student Grade Level	Text	2	Required
Disability	12	Disability	Number	2	Required
EL_Status	13	English Learner Status	Text	2	Required
EconDisadv	14	Economically Disadvantaged (Low Income)	Text	1	Required
ActiveDuty	15	Active Duty Parent/Guardian	Text	1	Required
Group	16	Group Name	Text	30	Optional
AltAssess	17	Alternate Assessment	Text	1	Required
FTE	18	Identifies whether a student is greater than 0.25 FTE (full-time equivalency)	Text	1	Required
FAYSchool	19	FAY – School	Text	1	Required
FAYDistrict	20	FAY – District	Text	1	Required
RA_EL_ExELAPart	21	Recently Arrived EL – Exclude from English Language Arts Participation	Text	1	Required
RA_EL_ExELAPerf	22	Recently Arrived EL – Exclude from English Language Arts Performance	Text	1	Required
RA_EL_ExMaPerf	23	Recently Arrived EL - Exclude from Mathematics Performance	Text	1	Required
ELA_ATI	24	English Language Arts Teacher Alaska Teacher Identifier (ATI)	Number	6	Conditional
Math_ATI	25	Math Teacher Alaska Teacher Identifier (ATI)	Number	6	Conditional
Science_ATI	26	Science Teacher Alaska Teacher Identifier (ATI)	Number	6	Conditional
Grade9Algebra	27	Grade 9 Algebra I	Number	1	Conditional
Notes	28	Notes Field	Text	35	Optional

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

- 1) Enter the SRM site at the following URL: <https://srm.eed.state.ak.us/srm>.
- 2) Enter the Username and Password, then click on **Login >>**. If not already assigned, a Username or Password may be obtained by contacting Heather Kahklen at heather.kahklen@alaska.gov or (907) 465-8724.

ESP Solutions Group
State Report Manager™

ESP Solutions Group
State Report Manager™

Welcome to the Alaska State Report Manager

Username:

Password:

[Login >>](#)

- 3) Select the data collection being submitted. The data file format must be either a tab-delimited (.TXT) or comma-separated (.CSV) text file. If the file is larger than 20 MB, compress the file to a zip archive before submitting to SRM. Once a data file has been prepared for submission, click on **Run a Trial**.

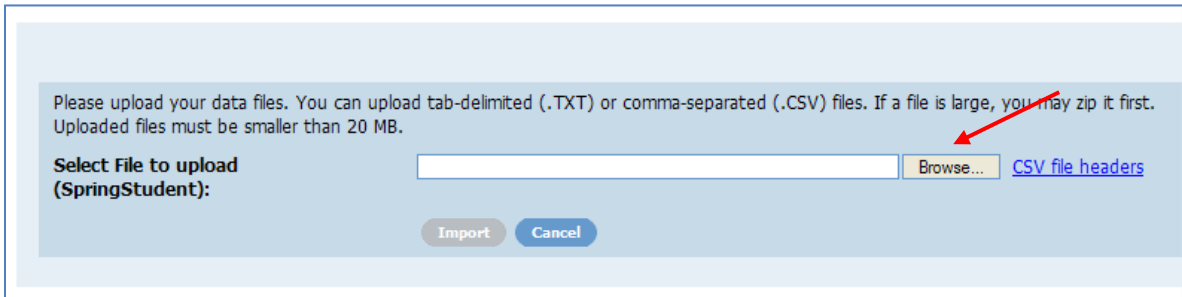
Welcome to the Alaska Department of Education & Early Development State Report Manager

SRM has identified the following state reports. Please select a state report by clicking on a Trial Name below:

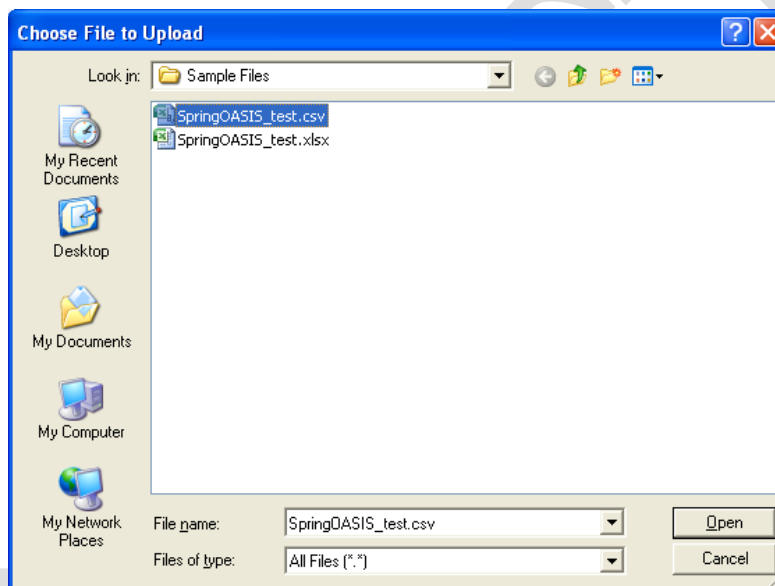
Current State Reports

Name	Collection Start Date	Due Date	Trial Name	Trial Date	Submission Status
Spring OASIS Collection 2012			Run a Trial		
Fall Certificated Staff Collection 2011			Run a Trial		
Fall Classified Staff Collection 2011			Run a Trial		

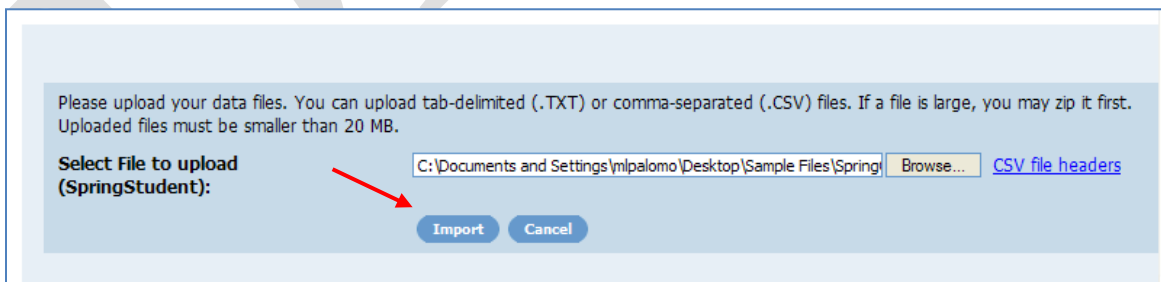
To load a file, click the **Browse** button.



4) Find and select the file to upload then, click **Open**.



Once the correct data file is selected, click on **Import**.



The selected file is now uploading.

Home > District 18 > Spring OASIS Collection 2012

New Trial

Latest Trial
Created: **processing...**
Executing Spring OASIS Student Rules

Submitted: This state report has not yet been sent to the State.

- 5) When the file uploads and data checks are complete, a data summary will appear detailing the number of errors, and warnings, and total records submitted. The data is now ready for review and correction. Click the **Errors** link to review what corrections are required.

Home > District 18 > Spring OASIS Collection 2012

New Trial

Latest Trial
Created: **01-04-2012 1:09pm**
Last Activity: **Validated at 01-04-2012 1:10pm**

Save Download Revalidate Send to State Delete

Errors (83) Warnings (4) Records (9) Reports

Submitted: This state report has not yet been sent to the State.

Click on **Violation Summary** link to view error report in excel sheet and correct errors in original file and re-submit file.

- 6) Repeat steps until there are no errors.
- 7) Once errors have been reconciled, click on **Send to State** which should now be highlighted. Certify that your file is accurate by checking the box and click on **Send to State**. Your file is now complete.

Home > District 16 > Send to State

Name: Sent Trial

I certify that this trial is accurate and can be sent to the Alaska Department of Education & Early Development. **This action cannot be revoked.**

Send to State Cancel

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

Rule ID	Severity	Rule	Detail Message
67000	Error	One or more required fields is missing	The record is missing the required field.
67001	Error	Field Exceeds its Maximum Length	The field exceeds its maximum allowable length.
67100	Error	Reported Alaska Student ID Number is Invalid	The reported Alaska student ID number could not be found in the ASIS ID system. No student has that ID.
67101	Error	State ID, Gender or Birth Date Don't Match ASIS	The gender and/or birth date of the student does not match the student ID system.
67102	Warning	State ID and Name Don't Match ASIS	The first name and/or last name of the student does not match the student ID system.
67201	Warning	Age is outside Expected Range for Grade	The age of the student falls outside the expected bounds.
67202	Error	Age is outside allowable range for Grade	Age is outside of the allowable range for grade level. Age is as of Sept. 1.
67205	Error	Gender is Invalid	Gender must be M or F.
67206	Error	Race/Ethnicity code is Invalid	The race/ethnicity code must come from the "Race or Ethnicity" option set
67207	Error	School ID is Invalid	The school ID cannot be found in the list of currently open and operating schools.
67208	Error	Grade Level code is Invalid	The grade level code is not in the "Grade Level" option set.
67209	Error	Disability Category is Invalid	The Disability Category code must be one of the options in the option set "Disability Category".
67210	Error	EL Status is Invalid	The EL Status code must be in the option set EL Status
67211	Error	Economically Disadvantaged is Invalid	Economically Disadvantaged must be a Y or N
67213	Error	Alternate Assessment is invalid	Alternate Assessment – must be a Y or N
67214	Error	FAY District is Invalid	FAY District must be a Y or N
67215	Error	FAY School is Invalid	FAY School must be a Y or N
67216	Error	FTE is invalid	FTE should be Y or N or blank.
67217	Error	Active Duty is invalid	Active Duty must be a "Y" or "N"
67218	Error	RA_EL_ExELAPart is invalid	Recently Arrived EL Exclude English Language Arts Participation must be Y or N
67219	Error	RA_EL_ExELAPerf is invalid	Recently Arrived EL Exclude English Language Arts Performance must be Y or N

Rule ID	Severity	Rule	Detail Message
67220	Error	RA_EL_ExMaPerf is invalid	Recently Arrived EL Excluded Math Performance must be Y or N
67301	Error	Grade not served by school	The grade level of the student must be within the grades served by the school if the student is not special ed.
67400	Warning	Invalid Name	The name contains one or more characters other than alphabetic characters, period, apostrophe, space, or hyphen.
67401	Error	Birth date format is Invalid	The format for date field must be MM/DD/YYYY or MM/DD/YY. Four digit year is preferred.
67403	Error	Local Student ID contains Invalid Characters	Local student ID can only contain the digits 0-9.
67501	Warning	Open School With No Students	The open school serves at least one of the <u>grades 03-10</u> but does not have any students.
67502	Warning	Served Grade Without Students	The tested grade is served by the school but there are no reported students for that grade.
67602	Error	User Not Authorized for this School	The logged in User is not authorized to submit data for this school.
67701	Error	FAY School but not district	Student was identified as attending the school for a full academic year, but was not in the district for a full academic year.
67702	Error	EL Status of LT	The code LT cannot be used for EL Status. Student results from ELP assessment are not available for the Spring OASIS file. Students cannot be flagged as testing proficient during the current school year.
67703	Error	Developmentally Delayed Student age 9 or older	Developmentally Delayed student is age 9 or older as of October 1
67704	Error	Alternate Assessment must be Disabled	Student flagged with Alternate Assessment must have disability code 2-14
67706	Error	Group Name Invalid Entry	The group name field cannot have a comma.
67707	Error	EL Status M1 mismatch	If EL status is M1, then EL status in the prior summer OASIS should be LT for this student.
67801	Error	Alaska Student ID must be Unique	Only 1 record allowed for each ASIS ID. Report the student at the school where they were enrolled on the first day of testing and at the school that will be held accountable for the test results.
67803	Error	ATI Not Valid for English Language Arts Teacher	Not a valid ATI
67803	Error	ATI Not Valid for Mathematics Teacher	Not a valid ATI
67803	Error	ATI Not Valid for Science Teacher	Not a valid ATI

Rule ID	Severity	Rule	Detail Message
67804	Error	ATI Missing for English Language Arts Teacher	ELA Teacher ATI is null; must have a valid ATI associated with student in grades 3-9
67804	Error	ATI Missing for Mathematics Teacher	Math Teacher ATI is null; must have a valid ATI associated with student in grades 3-9
67805	Error	ATI Missing for Science Teacher	Science Teacher ATI is null; must have a valid ATI associated with student in grade 4, 8 or 10
67806	Warning	English Language Arts Teacher Certificate Not Valid or Current	English Language Arts teacher may have an expired certificate or a teaching certificate has not been issued
67806	Warning	Mathematics Teacher Certificate Not Valid or Current	Mathematics teacher may have an expired certificate or a teaching certificate has not been issued
67806	Warning	Science Teacher Certificate Not Valid or Current	Science teacher may have an expired certificate or a teaching certificate has not been issued
67807	Warning	English Language Arts Teacher not reported in last Staffing Collection	ATI reported for English Language Arts Teacher was not included in prior Staffing Data Collection
67807	Warning	Mathematics Teacher not reported in last Staffing Collection	ATI reported for Mathematics Teacher was not included in prior Staffing Data Collection
67807	Warning	Science Teacher not reported in last Staffing Collection	ATI reported for Science Teacher was not included in prior Staffing Data Collection
67811	Error	FAY School Student not Enrolled	The student is listed as FAY School but was not enrolled in this school on Oct 1 per Fall OASIS.
67812	Error	FAY District Student not Enrolled	The student is listed as FAY District but was not enrolled in the district on Oct 1 per Fall OASIS.
67813	Error	RA_EL_ExELAPart, RA_EL_ExELAPerf or RA_EL_ExMaPerf = Y; EL status must be L1 or LP.	If there is a "Y" in RA_EL_ExELAPart, RA_EL_ExELAPerf or RA_EL_ExMaPerf; there needs to be an L1 or LP in the EL Column.
67814	Error	FTE must be "Y" if ATI = 13333; for any teacher of record.	A student must have a "Y" in the FTE column, if the generic ATI of 13333 is used.
67815	Error	FTE must be "N" if ATI = 10111; for any teacher of record.	A student must have an "N" in the FTE column, if the generic ATI of 10111 is used.

Rule ID	Severity	Rule	Detail Message
67816	Error	ATI 13333 and ATI 10111 cannot be used together.	A student record cannot have both an ATI of 13333 and an ATI of 10111.
67817	Error	Grade 9 Algebra	A student who is enrolled in Grade 9 must have a code of 1, 2 or 3 entered in Data Element #27 (Grade9Algebra).
67818	Error	Non Grade 9 Algebra	If a student is Non-Grade 9 , there should be a 'null' in Data Element #27 (Grade9Algebra).

DRAFT

Appendix H: Locating an Individual's Alaska Teacher Identifier (ATI)

- 1) Go to the District Entrance of the Teacher Certification Inquiry site located at <http://education.alaska.gov/TeacherCertification/DistrictSearch/DistrictLogin.html>

Employee Search FAQs Districts & Public Schools Contact Us Search EED find

Teacher Certification

State of Alaska > Department of Education & Early Development > Teacher Certification > Teacher Certificate Inquiry

Teacher Certificate Inquiry

Welcome to the Alaska Department of Education & Early Development, Teacher Certification search site.

This is a SECURE website. To enter, type in your username and password, then click the login button.

User Name:
Password: Login

[FORGOT YOUR PASSWORD?](#)

801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, AK 99811-0500
Telephone: (907) 465-2831 Fax: (907) 465-2441

Contact Teacher Cert: tcwebmail@alaska.gov

- 2) Enter your district's user name and password. Click the Login button.
 - a. If you do not know your district's user name and password, check with your district's HR department or superintendent's office.
 - b. If neither the district's HR department nor the superintendent's office has access information using the District Entrance of the Teacher Certification Inquiry site, email the Teacher Certification Office at tcwebmail@alaska.gov and request your district's login information. In the body of the email, include your name, position title, the name of your district, and the reason you need access to the District Entrance.

- 3) Once you are logged onto the Teacher Inquiry Site through the District Entrance, enter the teacher's Social Security Number into the first "SSN" field. (Do not search by last and first name as this may provide you with multiple ATIs)

Teacher Certification Search... x

http://education.alaska.gov/TeacherCertification/DistrictSearch/DistrictCertificationsSearch.cfm?CFID=657303&CFTOKEN=42328230

File Edit View Favorites Tools Help

Employee Search FAQs Districts & Public Schools Contact Us Search EED find

Teacher Certification

State of Alaska > Department of Education & Early Development > Teacher Certification > Teacher Certification Search [Log Out](#)

Teacher Certificate Inquiry

Welcome to the Alaska Department of Education Teacher's certification search site. This database does not display personal data or other confidential information.

Search using a social security number in the box below (search by name will be ignored):

SSN: (Must be nine numerical characters only)

OR

Search by name (At least two (2) characters required. - i.e. 'Smith'='sm'):

• Last Name: First Name:

New Applicant Inquiry

• SSN: (Must be nine numerical characters only)

OR

• Last Name: First Name:

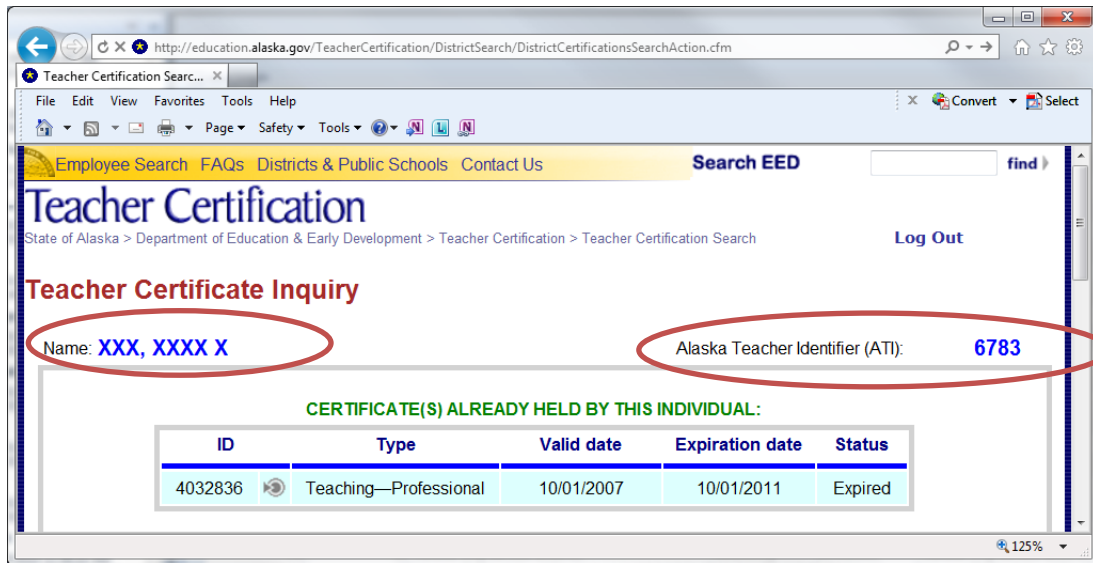
(At least 2 characters required for Last Name - i.e. 'Smith'='sm')

[Application Forms](#) - Districts Only Forms

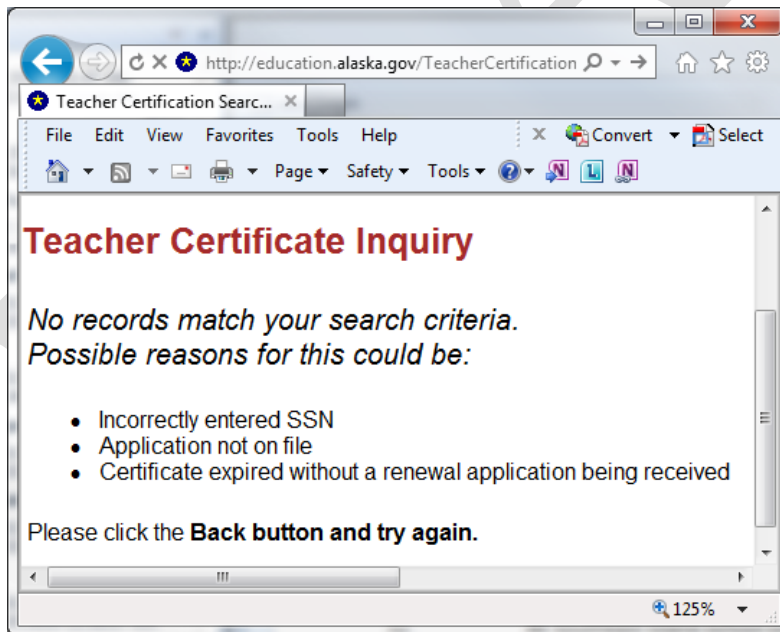
125%

Click on the first search button.

- 4) If the individual has established a file with the Teacher Certification Office, the individual's name and the associated Alaska Teacher Identifier (ATI) will appear. A list of the individual's valid and expired certificates will also be provided.



- 5) If the individual has not established an account with the Teacher Certification Office, you will receive the following error:



If an individual is considered the Teacher of Record for students in your district and does not have a valid Alaska teaching certificate, the district and the individual are out of compliance with 4 AAC 12.300(e). If you have any questions concerning the certification status of an individual, contact the Teacher Certification Office at (907) 465-2831 or tcwebmail@alaska.gov.

Appendix I: Frequently Asked Questions

1. How is FTE (full-time equivalent) defined for Elementary and Secondary?

Elementary (Grades KG-6)

FTE	Description	Defined
1.00	(full-time)	4 contact hours or more in a day
0.75	(3/4 time)	3 hours or more, but less than 4 hours in a day
0.50	(1/2 time)	2 hours or more, but less than 3 hours in a day
0.25	(1/4 time)	Less than 2 hours per day

Secondary (Grades 7-12)

FTE	Description	Defined
1.00	(full-time)	4 Courses (4 Units)
0.75	(3/4 time)	3 Courses (3 Units)
0.50	(1/2 time)	2 Courses (2 Units)
0.25	(1/4 time)	1 Course (1 Unit)

2. Do we need to test students with an FTE of 0.25?

4 AAC 06.737. Standards-based test

*... Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in English language arts, and mathematics annually to every student in grades three through **eight and in one or more years, as determined by the commissioner, in grades nine through 12**, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten.*

Before it was repealed, 4 AAC 06.805(f) included language stating that students counted as more than 0.25 FTE had to be included in the state assessment (i.e. Standards Based Assessment). This allowed districts to exclude 0.25 FTE students from participation on the state assessment since these students were either dually enrolled in Alaska's public school system (and assessed by the district where the student was enrolled for more than 0.25 FTE) or a non-public school student enrolled solely in a single class, such as band.

In July of 2015, the State Board of Education adopted regulatory language that states students enrolled at 0.25 FTE will not be subject to participation in the required annual assessment unless the student receives instruction in an assessed subject and grade level. A student counted as 0.25 FTE must be included in the English language arts, mathematics, or science content-area assessment of PEAKS if that student receives instruction in that subject area and grade level. For example, an 8th grade student with an FTE of 0.25 whose only course is Algebra I must take the Math content assessment of PEAKS.

Cont.

Regardless of FTE status, all grades 3-10 students enrolled in your district on the first day of testing (March 26, 2018) must be included in the 2018 Participation Rate file. This is because the Participation Rate file is used for more than just determining your district's and schools' participation rates.

3. How do districts determine the economically disadvantaged (low-income) status of individual students at schools that do not collect free-lunch applications, or do not collect free-lunch applications annually?

Schools subject to the Community Eligibility Provision (CEP) do not collect meal applications, while Provision 3 schools do not collect applications annually. For CEP and Provision 3 schools that do not collect meal applications, and for schools without a National School Lunch Program, the following students should be coded as economically disadvantaged:

- All directly certified students: TANF, SNAP (food stamps), and foster care
- All categorically eligible students: migrant, runaway, and homeless
- All students identified as low-income through other official means: Title I Sample Survey, meal applications submitted when not required

4. Why do I need to report whether a student has a parent or guardian on active duty?

In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended 4 AAC 06.895(l) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty.” Subgroup-level data for students with a parent/guardian on active duty will now be reported in the annual “Alaska’s Public Schools: A Report Card to the Public” publication drafted by the Department of Education & Early Development, as well as the district- and school-level Report Cards completed and distributed by school districts.

5. What are the uniformed services?

Per 10 U.S.C. § 101(a)(5), the uniformed services of the United States include the armed forces – Army, Navy, Air Force, Marine Corps, and Coast Guard – the commissioned corps of the National Oceanic and Atmospheric Administration, and the commissioned corps of the Public Health Service.

6. What is meant by “active duty” in the Alaska National Guard?

“Active duty” in the Alaska National Guard means the parent/guardian is a reservist in an activated status or in a full-time position.

The time a member of the Alaska National Guard spends in training drills – one weekend a month, two weeks per year – is not considered active duty status.

7. How will the information from the Grade 9 Algebra I data element be used?

Beginning in spring 2018, students enrolled in Grade 10 will no longer take content assessments in English Language Arts and Mathematics. Also in spring 2018, the Grade 9 Math assessment will become an algebra-based assessment. Since the design of this assessment will be different from the 2017 design, standard setting will be required following the 2018 administration only for Grade 9 Math to inform score ranges for the four achievement levels.

DEED is exploring a transition from an end-of-grade assessment for Grade 9 Math to an end-of-course (EOC) assessment in Algebra I. If implemented, a student would take the Algebra I EOC assessment in the year in which they take a course that culminates in awarding full credit for Algebra I or its equivalent. DEED has not determined if or when this transition will occur.

With this in mind, DEED has added the Grade 9 Algebra I data element to the 2018 Participation Rate data collection to determine whether standard setting would also be necessary if Alaska transitions to an EOC assessment.

8. Districts have different titles for courses that address similar content. How should districts determine whether a particular math course meets the definition of Algebra I or its equivalent?

Determination of whether a student is currently enrolled in a course that culminates in awarding full credit for Algebra I or its equivalent should be based on the standards to be assessed on the Grade 9 Math assessment in spring 2018. These standards are available at

https://education.alaska.gov/tls/Assessments/peaks/Grade_9_Math_Standards_Assessed_Spring_2018.pdf

9. Our district offers Integrated Math instead of Algebra I. How should I code Grade 9 students currently enrolled in Integrated Math?

It depends on the math standards that are taught in the Integrated Math course. First, review the standards to be assessed on the Grade 9 Math assessment in spring 2018.

If the course in which the Grade 9 student is currently enrolled only covers some of the standards, and the standards not covered were taught in a previous course, code the student with a 1. If the course only covers some of the standards, and the remainder of the standards will be taught in another course after the 2017-2018 school year, code the student with a 2.

10. How should districts code students taking Algebra I who are not enrolled in Grade 9?

Please leave the Grade 9 Algebra I field blank for all students enrolled in grades other than Grade 9. A value of 1, 2, or 3 is required for all students enrolled in Grade 9.

11. A Grade 9 student is currently enrolled in Algebra I; however, the student is not passing the course. How should I code this student?

Code each Grade 9 student based on course content only. A student's grade in the course should not be taken into consideration.

12. A Grade 9 student is dually enrolled in our district and another district. The student takes Algebra I in the other district. How should I code this student?

If the dually enrolled Grade 9 student is not currently enrolled in a course in your district that culminates in awarding full credit for Algebra I or its equivalent, code the student with a 3. The other district will code the student with a 1 or 2, whichever is appropriate.