

2018 Summer OASIS: Student Level Data Handbook for Schools and Districts

Due Date: July 15, 2018

**Include every student who has attended or transferred at any
time from July 1, 2017 to June 30, 2018**

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2018 Changes

New Elements

- [Required] 504 Status
 - This field is used to indicate whether a student was receiving services through a 504 Plan on the student's final day of membership, as indicated by the student's exit date.

Deleted Elements

- Title IA Targeted Assistance Services – Mathematics
- Title IA Targeted Assistance Services – Reading/Language Arts
- Title IA Targeted Assistance Services – Science
- Title IA Targeted Assistance Services – Social Studies
- Title IA Targeted Assistance Services – Vocational/Career
- Title IA Targeted Assistance Services – Other Instructional Services
- Title IA Targeted Assistance Services – Health, Dental, Eye Care
- Title IA Targeted Assistance Services – Supporting Guidance/Advocacy
- Title IA Targeted Assistance Services – Other Support Services

Changes within Elements

- Aggregate Days of Membership must be reported as an integer value
- Target Graduation Year now includes 2021

New Errors and Warnings

- 74215 – [Error] 504Status must be Y or N
- 74229 – [Error] If Disability is 2 – 14 then 504Status must be N
- 74408 – [Error] AgDM must be blank or a whole number (integer) greater than or equal to zero
- 74507 – [Error] The school does not have any students whose reported AgDM = the number of reported days of student membership on the official school calendar (except for youth facilities)
- 74728 – [Error] When ELP Not Assessed Reason = 9 (Other Reason), then Notes cannot contain the word Other
- 74774 – [Error] Student was reported in Participation Rate in the same district; therefore, EntryType cannot equal zero and AgDA and AgDM must both be greater than zero in Summer OASIS
- 74775 – [Warning] EL Language does not match prior Summer OASIS entry (except when current EL Status = L1 or M1)
- 74776 – [Error] First time KG students must have an EL Status = L1, LT, or X
- 74777 – [Error] First time Grade 1 students must have an EL Status = L1, LT, LP, M1, or X
- 74780 – [Error] Any prior Summer OASIS EL Status = L! and current EL Status = L1
- 74781 – [Warning] Any prior Summer OASIS EL Status = M1 or M2 and current EL Status = LP
- 74784 – [Warning] Most recent year's Summer OASIS EL Status = L1 or LP and current EL Status <> LP or LT

- 74785 – [Warning] Most recent year’s Summer OASIS EL Status = LT and current EL Status <> M1
- 74786 – [Warning] Most recent year’s Summer OASIS EL Status = M1 and current EL Status <> LP or M2
- 74787 – [Warning] Most recent year’s Summer OASIS EL Status = M2 and current EL Status <> LP or X
- 74788 – [Warning] Most recent year’s Summer OASIS EL Status = X and current EL Status <> L1 or X

Changed Errors or Warnings

- 74708 – Language for Non English Learner is now an Error instead of a Warning; students who are not considered English Learners may not be assigned a Bilingual/English Learner language
- 74712 – Days Attendance More than Possible now includes the aggregate count of all days of attendance at a single school in a single year
- 74713 – Days Membership More than Possible now includes the aggregate count of all days of membership at a single school in a single year
- 74726 – Exit Type Grade Level Mismatch (Grade) II is now an Error instead of a Warning; all students with Exit Type = 7, 15, 20, or 21 must have Grade = 9, 10, 11, or 12
- 74756 - Student Reported as English Learner in Participation Rate Must Be Reported as English Learner in Summer OASIS is now a Warning instead of an error
- 74766 – Students reported in Participation Rate as enrolled on the first day of testing must now be reported in Summer OASIS

Deleted Errors or Warnings

- 74728 – “Is Title IA” entry is invalid
- 74731 – Invalid EL Status
- 74796 – Title IA and Targeted Assistance Services mismatch
- 74799 – TransGenEd date entered for a student who was reported as not transferring to special education

Instructions

1. Districts will submit the data elements defined in this data dictionary for each student who was enrolled in the school district during the 2017-2018 school year through the [State Report Manager](https://srm.eed.state.ak.us/srm) (SRM) (<https://srm.eed.state.ak.us/srm>).

Note: Students that have dropped out or transferred during the summer of 2017 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 #27*.) For summer transfers, use an Entry Type of 0 and the Exit Type that matches the type of student transfer. In either situation, leave AgDA and AgDM null (see *FAQ #52*).

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 the State Report Manager, please see Appendix F. Additionally, the Department of Education and Early Development (DEED) will open a [test environment for the State Report Manager](https://srmtest.education.alaska.gov/srm/) (<https://srmtest.education.alaska.gov/srm/>) on May 17. If your district is unable to submit the Summer OASIS file using the State Report Manager contact Eric Caldwell at eric.caldwell@alaska.gov for assistance.

2. After the completed data file is submitted, the sender will immediately receive a validation summary report that lists errors that need to be corrected and warnings where additional scrutiny is strongly advised.
3. The submitter must make corrections in original file to address the errors and warnings listed in the validation summary.

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

4. Corrections will be resubmitted through SRM. Repeat steps 1-3 until data is free of errors.
5. The submitter will certify that all data submitted through SRM are accurate.

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

Due Date: July 15, 2018

Preferred by: June 30, 2018

For further information regarding Summer OASIS, contact:

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Data Elements

(New text in green and italics)

Element #	Status	Element Name	Element Description
1	Required	Alaska Student Identification Number	Student’s unique Alaska Student Identification number (AKSID). No student data will be accepted without a valid student ID number.
2	Optional	District Student Identification Number	Unique student identifier the school district uses internally to identify individual students. This number is not to be confused with the Alaska Student Identification number (AKSID).
3	Required	Student Name – Last	Student’s last name. Do not include Jr., Sr., II, III, or other suffixes.
4	Required	Student Name – First	Student’s first name. Do not include Jr., Sr., II, III, or other suffixes.
5	Optional	Student Name – Middle	Student’s middle name. Do not include Jr., Sr., II, III, or other suffixes.
6	Optional	Name Suffix	An appendage, if any, used to denote a student’s generation in the family (<i>e.g.</i> , Jr., Sr., II, III). The use of periods is acceptable in this field.
7	Required	City, Town, or Village	Name of the city, town, or village where the student lives.
8	Required	Zip Code	Zip or postal code where the student lives.
9	Required	Birth Date	Student’s date of birth. Format: MM/DD/YY or MM/DD/YYYY
10	Required	Gender	Student’s gender F = Female M = Male
11	Required	Race or Ethnicity	Student’s racial or ethnic background. 1 = White 2 = African American 3 = Hispanic (all students of Hispanic/Latino ethnicity) 4 = Asian 5 = American Indian 6 = Alaska Native 7 = Two or More Races (not Hispanic/Latino) 8 = Native Hawaiian or Pacific Islander See Appendix A for race/ethnicity descriptions and coding guidance.

Element #	Status	Element Name	Element Description
12	Required	School Identification Number	The school code as assigned by DEED. The first two digits represent the district while the last four digits represent the specific school. A list of school identification numbers (https://education.alaska.gov/Alaskan_Schools/Public/DistrictandSchoolIDs.pdf) is online
13	Required	Student Grade Level	<p>This element is used to identify the grade level of the student <i>at the time of entry</i>. A leading zero is not required, but is acceptable for codes 1 through 9.</p> <p>PK = Pre-Kindergarten KG = Kindergarten 1 = First Grade 2 = Second Grade 3 = Third Grade 4 = Fourth Grade 5 = Fifth Grade 6 = Sixth Grade 7 = Seventh Grade 8 = Eighth Grade 9 = Ninth Grade 10 = Tenth Grade 11 = Eleventh Grade 12 = Twelfth Grade AD = Adult (previously exited diploma recipient only)</p> <p>See FAQ #53 regarding the use of the AD code.</p>
14	Required	Disability	<p>This element 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 through 9 is not required, but is acceptable.</p> <p>Codes 2 through 14 should include all children who had an IEP on file and received special education services at any time during the period of July 1, 2017 through June 30, 2018.</p> <p>0 = Not Receiving Special Education Services 2 = Cognitive Impairment 3 = Hearing Impaired (Includes Deaf) 4 = Speech or Language Impairment 5 = Visual Impairment 6 = Emotional Disturbance 7 = Orthopedic Impairment</p>

Element #	Status	Element Name	Element Description
			<p>8 = Other Health Impairment 9 = Specific Learning Disability 10 = Deaf-Blindness 11 = Multiple Disabilities 12 = Autism 13 = Traumatic Brain Injury 14 = Developmentally Delayed</p> <p>See FAQs #8 and #9. For disability definitions, see Appendix H.</p>
15	Required	IEP in Place on July 1	<p>This element is used to identify students who had an individualized education plan (IEP) in place in Alaska on July 1, 2017. Values of Y or N require a disability code of 2 through 14 in Element 14.</p> <p>Y = Yes, this student had an IEP in place in Alaska on July 1, 2017. Include any student who was being served under IDEA Part B last year, who returned this year, and continued receiving special education services. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2017.</p> <p>N = The student did not have an IEP in place in Alaska on July 1, 2017 but the student was on an IEP at some point during the reporting period (July 1, 2017 through June 30, 2018). In other words, this student either arrived in Alaska after July 1, 2017 or did not receive an IEP designation until after July 1, 2017.</p> <p>X = The student was not on an IEP at any point during the reporting period (July 1, 2017 through June 30, 2018).</p> <p>See FAQs #9 and #10 for more details on this element.</p>
16	Required	Transfer to General Education	<p>This element is used to identify students with an individualized education plan (IEP) who transfer to general education at some point during the reporting period of July 1, 2017 through June 30, 2018.</p> <p>This includes students who were receiving special education services at some point in the school year prior to consent for services being revoked by a parent, guardian, or student of legal age.</p>

Element #	Status	Element Name	Element Description
			<p>Y = Yes, this student had an IEP in place at some point during the reporting period, then transferred to general education sometime during the reporting period.</p> <p>N = No, this student had an IEP and did not transfer to general education sometime during the period of July 1, 2017 to June 30, 2018. In other words, this student continued to be served under IDEA, Part B or left school without transferring to general education.</p> <p>X = This student is not a special education student.</p> <p>Please note that students who leave special education because they exited school (e.g., graduation, dropping out, etc.) should not be coded as Y based on these exit events. See FAQ #11.</p>
17	Conditional (Disability Code 2-14)	Transfer to General Education Date	<p>This element identifies the date that a student with an individualized education plan (IEP) transferred to general education. This date must fall within the current reporting period (i.e., July 1, 2017 through June 30, 2018).</p> <p>If consent was revoked by a parent, a guardian, or a student of legal age, use the date that consent was revoked as the date of transfer to general education.</p> <p>This field must be null unless a student is reported with a disability code of 2 through 14 in Element 14 and a value of Y in Element 16.</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p>
18	Required	504 Status	<p><i>This element is used to identify whether a student had a 504 Plan in place on the last day of student membership, as indicated by the student's exit date. Students with an active IEP must be marked as "N" since the 504 services should be incorporated into the student's IEP.</i></p> <p><i>Y = Yes, this student had a 504 Plan in place on the last day of student membership.</i></p> <p><i>N = No, this student did not have a 504 Plan in place on the last day of student membership.</i></p> <p><i>See FAQ #13 for more information about reporting 504 Status.</i></p>

Element #	Status	Element Name	Element Description
19	Conditional (Enrolled)	Entry Date	<p>This element indicates the initial date of membership 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.</p> <p>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 FAQs #45 and #47 for more information on multiple entry/exit dates and/or concurrent enrollments.</p> <p>Leave this field blank for prior summer graduates, summer dropouts, summer transfers, and 2014-2015 or 2015-2016 Certificate of Achievement recipients who took a CCRA and were subsequently issued a diploma.</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p>
20	Required	Entry Type	<p>This element is used to report the process by which a student enters a school. <i>If a student enters and exits a school multiple times in a school year, use the appropriate code for each entry.</i></p> <p>Do not report a new entry when a student is promoted or demoted in grade mid-year and remains in the same school. This guidance applies to graduating students as well.</p> <p>0 = Non-enrolled student. This includes summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate.</p> <p>1 = Transfer from a public school in the same school district</p> <p>2 = Transfer from a public school in a different public school district within Alaska</p> <p>3 = Transfer from a public school in a different state or country</p> <p>4 = Transfer from non-district sponsored home schooling</p> <p>5 = Transfer from a private school</p> <p>6 = Transfer from an institution (with a diploma-track educational program)</p>

Element #	Status	Element Name	Element Description
			<p>7 = Re-entry after a voluntary withdrawal from the same school (<i>e.g.</i>, dropping out, prolonged illness, or temporary disability)</p> <p>8 = Re-entry after an involuntary withdrawal from the same school (<i>e.g.</i>, expulsion)</p> <p>9 = Natural progression. The student enters the school at the beginning of the school year after progressing from one school within a local system to another school in the same system (<i>e.g.</i>, a grade 9 high school student who in the previous year was enrolled in grade 8 in the community's middle school).</p> <p>10 = Returning student. The student enters the same school at the beginning of the school year as the one exited at the end of the prior school year.</p> <p>11 = Transfer from a credit recovery program. See FAQ #54.</p>
21	Conditional (Enrolled)	Exit/Withdrawal Date	<p>This element indicates the final date of membership 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.</p> <p>When a student enters and exits the same school more than once in a school year, the exit date must reflect the final date of <u>each specific occurrence</u>, as described in FAQs #45 and #47. Early graduation is not considered a new enrollment occurrence.</p> <p>For students who completed the school year and are expected to return, report the official last day of school as the exit date. For students who left prior to the end of the school year, report the date on which it officially became known that the student left school. For prior summer graduates, previously, exited graduates, and Interstate Compact graduates, enter the date the diploma was issued. Leave this field blank for summer dropouts.</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p>
22	Required	Exit/Withdrawal Type	<p>This element is used to indicate the circumstances under which the student exited from school membership. <i>If a student enters and exits a school multiple times in a school year, use the appropriate code for each individual entry.</i></p>

Element #	Status	Element Name	Element Description
			<p>Do not report a new entry when a student is promoted or demoted in grade mid-year and remains in the same school. This guidance applies to graduating students as well.</p> <p>0 = Summer dropout 1 = Transfer to a public school in the same school district 2 = Transfer to a public school in a different public 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 a diploma-track educational program) 7 = Graduated with a regular diploma 10 = Death 11 = Student reached maximum age for services without receiving a diploma, certificate or attendance, or certificate of completion. Note: A general education student is of school age until reaching the age of 20 and a student with a disability may receive services until reaching the age of 22. This code is used when a student will be statutorily ineligible for services in the following school year, as described in FAQ #12. 12 = Dropped out or discontinued schooling. A student is issued this code for reasons including, but not limited to: pursuit of a GED, entering military service, employment, family problems, pregnancy, alcohol and drug dependency, truancy, illness, administrative dropout, expulsion, leaving school for unknown reasons without a formal request for transfer of records, transfer to a non-district sponsored home school program, <i>and transfer to an educational program that does not terminate in a regular diploma.</i> 13 = Ended year as a 12th grade student and is expected to return next school year as a 12th grade student. 14 = Ended year as a PK-11th grade student and is expected to continue in the next school year as a regular returning student. 15 = Prior summer graduate enrolled in 2016-2017 who received a diploma during July or August 2017, as described in FAQ #17. 17 = Not the primary school of record. This code is only used when there are multiple records for a dually-enrolled student who is graduating. This code is used to</p>

Element #	Status	Element Name	Element Description
			<p>identify the school that will not be credited as the school of record for graduation cohort purposes, as described in FAQ #14.</p> <p>18 = Student receives Special Education transition services after receiving a Certificate of Achievement or Certificate of Attendance in a prior year.</p> <p>20 = Earned a Certificate of Attendance, as defined by 4 AAC 06.078(a). See FAQ #20 for more details.</p> <p>21 = Earned a Certificate of Completion, as defined by 4 AAC 06.078(a). See FAQ #20 for more details.</p> <p>22 = 2014-2015 or 2015-2016 Certificate of Achievement recipient who was subsequently issued a diploma after receiving a valid score on a College and Career Ready Assessment.</p>
23	Required	Enrollment – Last Day of School	<p>This element identifies whether the student was enrolled on the last day of the school year during the reported enrollment period.</p> <p>Y = Yes, this student was enrolled on the last day of school in this enrollment record.</p> <p>N = No, this student was not enrolled on the last day of school in this enrollment record.</p>
24	Required	English Learner Status	<p>This element is used to indicate whether a student has been identified as an English Learner (EL). A student with codes of L1, LP, or LT will be considered “EL = Yes” for the reported school year. Students with a code of LT are exited from EL status at the end of the school year and will be in monitoring status at the beginning of the next school year.</p> <p>Students with codes of M1 or M2 are <i>former</i> English Learners in monitoring status. Students in monitoring status will only be included in the EL subgroup for accountability purposes. Students with a code of X are not considered English Learners.</p> <p>If a former English Learner has been re-identified in the reported school year, enter the status as LP and enter a comment in the Notes field to document that this student has been intentionally re-identified as EL. Also use the Notes field to explain any other special circumstances relating the student’s EL status. See Appendix C for the definition of English Learner and FAQs #40 through #42 for more clarification regarding the reporting of English Learner Status.</p>

Element #	Status	Element Name	Element Description
25	Required	English Learner Language Type	<p>L1 = First year of identification as an English Learner. Student meets the definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.</p> <p>LP = A continuing English Learner that has been identified as EL in a prior school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.</p> <p>LT = An English Learner 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.</p> <p>M1 = First year of monitoring for a former English Learner. The student should have been reported with a code of LT at the end of the previous school year.</p> <p>M2 = Second year of monitoring for a former English Learner. The student should have been reported with a code of M1 at the end of the previous school year.</p> <p>X = Not identified as an English Learner. This includes former English Learners who have completed their monitoring status.</p> <p>Note that districts must use the ELP data results to determine which students have met the exit criteria prior to submitting Summer OASIS. To meet the exit criteria and be marked as LT, the English Learner must obtain a composite score of 4.5 or higher on Tier B or Tier C of the Access for ELLs and a score of 4.0 or higher in the reading, speaking, and listening domains and 3.8 or higher in the writing domain.</p> <p>This element designates the native language of an English Learner. Native language may also be referred to as the primary, first, or home language of a student whose native language is not English or whose language of influence is not English. Note that languages are different than ethnicities; for instance, “Hispanic” is not a valid language selection.</p>

Element #	Status	Element Name	Element Description
			<p>If a student's native language is English, please enter the language of influence instead. If a student speaks an unlisted language, use Code 30 and enter the language type in the Notes field.</p> <p>31 = Albanian 2 = Aleut (includes Alutiiq, Sugcestun, and Unangan) 4 = Arabic 5 = Athabascan (includes Ahtna, Deg Xinag, Dena'ina, Gwich'in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana) 7 = Cambodian (includes Central Khmer) 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 (includes Sino-Tibetan) 20 = Native American (includes indigenous languages of North, South, and Central America except for Alaskan Native languages) 45 = Nilo-Saharan (includes Nuer) 42 = Palauan 43 = Polish 44 = Portuguese 22 = Russian 24 = Samoan 47 = Somali 25 = Spanish 36 = Thai 27 = Tlingit 37 = Tongan 28 = Tsimshian 38 = Ukranian 46 = Urdu 29 = Vietnamese 6 = Yup'ik (includes Central Yup'ik, Cup'ik, and Siberian Yup'ik) 30 = Other (specify the language type in the Notes field) 99 = Not an English Learner</p>

Element #	Status	Element Name	Element Description
26	Conditional	ELP Not Assessed Reason	<p>This element is used to report the reason that an identified English Learner (with an EL status of L1 or LP) did not attempt the required annual English Learner Proficiency (WLP) assessment during the test window of February 1, 2018 through March 31, 2018. The English Learner must take either the ACCESS for ELLs or the Alternate ACCESS for ELLs (administered to qualifying EL students with intensive needs).</p> <p>The following codes are intended to represent situations that occurred in order to document the reason a student <i>who was enrolled during the test window</i> was not administered the required annual ELP assessment.</p> <p>Entering a value in this field does not absolve a district of the responsibility to test an English Learner.</p> <p>1 = Transferred to a different school within the district during the test window and missed the dates that the tests were given within the schools of enrollment 2= Exited or entered district during the test window and missed the dates that the tests were given in the district 3 = Absent during the test period and during periods of opportunity for makeup tests. 4 = Parent and/or student refusal to participate 5 = District did not receive English Learner identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as an English Learner 6 = Student was misidentified or miscoded as an English Learner, <i>and the district has conferred with the department about the cause(s) of the misidentification</i> 7 = District oversight 8 = Student enrollment occurred on or after March 1, 2018 and initial English Learner identification occurred after March 1, 2018 9 = Other reason (a reason must be listed in the notes field)</p>
27	Conditional (KG-12)	Aggregate Days of Attendance (AgDA)	<p>This element is used to indicate the total number of days that the student attended and was present. Attendance shall be recorded based upon the percent of the student's normally scheduled instructional day.</p>

Element #	Status	Element Name	Element Description
			<p>“For example, a student who is normally scheduled for two hours per day as a part-time student would be recorded with half a day in attendance if he were absent for one hour. The sum of a day of attendance and a day of absence must equal one.” Source: Student Data Reporting Manual (https://education.alaska.gov/publications/StudentDataReportingManual.pdf)</p> <p>A student may be counted present only when actually at school or when present at another school-sponsored instructional program. This can include authorized independent study, work-study programs, academically related field trips, and instruction for homebound students.</p> <p>Do not include inservice days, teacher work days, holidays, vacation days, and parent teacher days that do not meet the state minimum requirement <i>for a day of attendance</i>, as stated in 4 AAC 06.895. Partial day attendance is allowed, as defined by 4 AAC 06.895. <i>An AgDA value exceeding the number of official school calendar days is not allowed.</i></p>
28	Conditional (KG-12)	Aggregate Days of Membership (AgDM)	<p>This element is used to indicate the total number of days that the student was enrolled (<i>i.e.</i>, the number of days the student was present plus the number of days the student was absent).</p> <p>Do not include inservice days, teacher work days, holidays, vacation days, and parent teacher days that do not meet the state minimum requirement <i>for a day of attendance</i>, as stated in 4 AAC 06.895. AgDM must be reported as an integer value (<i>e.g.</i>, 0, 1, 2, etc.) See FAQs #2 through #7 for comprehensive instruction regarding membership reporting.</p>
29	Conditional (KG-12)	Full Day Unexcused Absence	<p>This element is used to indicate the total number of days where a student was considered absent for an entire day for an unexcused reason.</p> <p>Full Day Unexcused Absence must be reported as an integer value (<i>e.g.</i>, 0, 1, 2, etc.). See FAQ #7 for more instruction regarding this element.</p>
30	Required	Economically Disadvantaged (Low Income)	<p>This element identifies whether a student is eligible during any portion of the reporting period for free or reduced-price school meals under the department’s Alaska Income Eligibility Guidelines for Free and</p>

Element #	Status	Element Name	Element Description
			<p>Reduced Meals program, as defined in 4 AAC 06.899(5). See Appendix B for additional guidance.</p> <p>Y = Yes, this student is economically disadvantaged</p> <p>N = No, this student is not economically disadvantaged</p>
31	Required	Migrant (Title IC)	<p>This element 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 regardless of whether those students received services from the migrant program. See Appendix J for the definition of a migrant student.</p> <p>Y = Yes, this student is certified as an eligible migrant student</p> <p>N = No, this student is not certified as an eligible migrant student</p>
32	Required	Title IA Student (Targeted Assistance – not Schoolwide)	<p>This element identifies students who receive any instructional or support services in a Title I Targeted Assistance school program.</p> <p><i>Do not include</i> students enrolled in <i>Schoolwide</i> Title I schools. Students in <i>Schoolwide</i> Title I schools should be coded as N.</p> <p>Y = Yes, this student received instructional or support services in a Title I Targeted Assistance school program</p> <p>N = No, this student did not receive instructional or support services in a Title I Targeted Assistance school program</p>
33	Required	Immigrant Student	<p>This element indicates whether a student is identified as an immigrant at any time during the 2017-2018 school year.</p> <p>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)].</p>

Element #	Status	Element Name	Element Description
			<p>An immigrant student may or may not also be identified as an English Learner (EL).</p> <p>Y = Yes, this student was identified as an immigrant student at some time during the 2017-2018 school year</p> <p>N = No, this student was not identified as an immigrant student at any time during the 2017-2018 school year</p>
34	Conditional (Immigrant)	Immigrant Student – First U.S. School Entry Date	<p>This element is used to list the date of the first known entry into a United States school for an immigrant student.</p> <p>If student records indicate that the student was enrolled in a school in another state (including the District of Columbia or Puerto Rico) or in another school district in Alaska, enter the month and year of initial entry into that school. Otherwise, enter the first date of entry into a school in the current district.</p> <p>Format: MM/YY or MM/YYYY</p>
35	Required	Active Duty Parent or Guardian	<p>This element identifies whether the student had a parent or 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 at some time during the 2017-2018 school year. See FAQs #64, #65, and #66 for more details regarding the reporting of active duty status.</p> <p>Y = Yes, this student has a parent or guardian who was on active duty at some time between July 1, 2017 and June 30, 2018</p> <p>N = No, this student did not have a parent or guardian who was on active duty at some time between July 1, 2017 and June 30, 2018</p>
36	Required	Homeless Student (PK-12)	<p>This element identifies whether the student enrolled in a public school and was identified as a homeless child or youth at any time during the regular 2017-2018 school year. See Appendix E for the definition of a homeless student.</p> <p>Y = Yes, this student was identified as a homeless child or youth at some time during the regular 2017-2018 school year</p>

Element #	Status	Element Name	Element Description
37	Conditional (Homeless)	Unaccompanied Homeless Youth	<p>N = No, this student was not identified as a homeless child or youth at some time during the regular 2017-2018 school year</p>
			<p>This element indicates whether a homeless youth is also unaccompanied. An unaccompanied homeless youth is a young person not in the physical custody of a parent or guardian.</p> <p>Y = Yes, this homeless student was an unaccompanied youth</p> <p>N = No, this homeless student was not an unaccompanied youth</p>
38	Conditional (Homeless)	Homeless Student – Primary Nighttime Residence	<p>This element identifies a homeless student’s primary nighttime residence at the time of the initial identification of homelessness.</p> <p><i>Note, students awaiting foster care placement may no longer be considered to be homeless after December 10, 2016.</i></p> <p>1 = Shelters, transitional housing 2 = Doubled-up (e.g., living with another family, couch surfing) 3 = Unsheltered (e.g., abandoned housing, cars, etc.) 4 = Hotels, motels</p>
39	Conditional (9-12)	Target Cohort Graduation Year	<p>This element identifies the student’s Target Cohort Graduation Year, which 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.</p> <p>For example, a student who enters grade 9 for the first time during the 2017-2018 school year would naturally progress to grade 12 during the 2020-2021 school year; therefore, that student’s Target Cohort Graduation Year is 2021.</p> <p>2021 = First time grade 9 student in 2017-2018 2020 = First time grade 9 student in 2016-2017 2019 = First time grade 9 student in 2015-2016 2018 = First time grade 9 student in 2014-2015 2017 = First time grade 9 student in 2013-2014 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</p>

Element #	Status	Element Name	Element Description
40	Conditional (Graduates)	Collegiate Performance Scholarship Eligibility	<p>This element identifies whether a graduate is eligible for the Alaska Performance Scholarship (APS) at the Collegiate level. Districts will review scholarship decision making criteria for each student to determine eligibility and award level. See Appendix I for detailed information regarding APS eligibility.</p> <p>0 = Not eligible for an award 1 = First Award Level (up to \$4,755 per year) 2 = Second Award Level (up to \$3,566 per year) 3 = Third Award Level (up to \$2,378 per year)</p>
41	Conditional (Graduates)	Career/ Technical Performance Scholarship Eligibility	<p>This element identifies whether a graduate is eligible for the Alaska Performance Scholarship (APS) at the Career/Technical level. Districts will review scholarship decision making criteria for each student to determine eligibility and award level. See Appendix I for detailed information regarding APS eligibility.</p> <p><i>Please note that a student who qualifies for a Collegiate APS will qualify <u>at a minimum</u> at the same level for a Career/Technical APS.</i></p> <p>0 = Not eligible for an award 1 = First Award Level (up to \$4,755 per year) 2 = Second Award Level (up to \$3,566 per year) 3 = Third Award Level (up to \$2,378 per year)</p>
42	Conditional (APS Eligible)	Academic Option	<p>This element identifies whether an Alaska Performance Scholarship (APS) eligible student is qualified for APS funding through the Math and Science academic track, the Social Studies and Language academic track, or both.</p> <p>1 = Math and Science academic track 2 = Social Studies and Language academic track 3 = Both</p>
43	Conditional (APS Eligible)	Grade Point Average	<p>This element 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 Alaska Performance Scholarship.</p>
44	Conditional	Notes	<p><i>Districts may use this field to make notes about data entered in the record, particularly to explain uncommon or unusual data.</i></p> <p><i>Districts <u>must</u> use this field when an Other Language Type is reported in Element 25 or when Other Reason ELP Not Assessed is reported in Element 26.</i></p>

Element # Status Element Name Element Description

This field may not be used as a substitute for entering required data in prior fields.

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Appendix A: Race/Ethnicity Descriptions

Source:

[National Center for Education Statistics](https://nces.ed.gov/ipeds/glossary/?charindex=R/?charindex=R)

(<https://nces.ed.gov/ipeds/glossary/?charindex=R/?charindex=R>) – U.S. Department of Education, Office of Educational Research and Improvement

Also see [4 AAC 06.830 - Subgroups](#) and [4 AAC 06.899](http://www.legis.state.ak.us/basis/aac.asp#4) (<http://www.legis.state.ak.us/basis/aac.asp#4>).

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	Black (African American)	A person having origins in any of the black racial groups of Africa.
3	Hispanic or Latino	A person of Mexican, Puerto Rican, Cuban, Central or South 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.
6	Alaska Native	A person who is a descendant of a member of the aboriginal

Note: Do not include Alaska Native students in this category.

Code	Description	Definition
7	Two or More Races (Not Hispanic)	<p>races inhabiting the state of Alaska 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.</p> <p>A person who primarily identifies their ethnic heritage with more than one subgroup. Do not include individuals that have identified themselves as Hispanic or Latino.</p>
8	Native Hawaiian or Pacific Islander	<p>A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p>

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 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 based on the [August 2008 policy guidance from the United States Department of Education](https://www2.ed.gov/policy/rschstat/guid/raceethnicity/questions.html) (<https://www2.ed.gov/policy/rschstat/guid/raceethnicity/questions.html>) in response to the 2007 guidance on collecting, maintaining, and reporting data by race or ethnicity.

There are two different parts to the question, requiring two distinct responses. The first part asks about the broad category of ethnicity, and the second part asks about the more narrow divisions of race. The first part asks the respondent to identify his or her ethnicity as a Hispanic or Latino. The second part asks the respondent to identify his or her race or races. Provided below is an example of the questions:

What is this person's ethnicity?

- *Hispanic or Latino*
- *Not Hispanic or Latino*

What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be:

- *White*
- *Black or African American*
- *Asian*
- *American Indian or Alaska Native*
- *Native Hawaiian or Other Pacific Islander*

Additional racial or ethnic categories that are sub-categories of the categories used in the two-part question may be used if the educational institution collecting the data deems such distinctions viable. (DEED note: Alaska Native is reported separately from American Indian in Alaska for this reason.) There is no "multiracial" or "other race" category used when collecting data from individuals using this two-part question for ethnicity and race. However, a respondent may report having more than one race. For Federal reporting requirements aggregate data about all elementary and secondary students will be reported to the Department using one of the seven aggregate reporting categories discussed in the guidance. These reporting categories are:

- *Hispanic/Latino of any race*
- *For individuals who are Non-Hispanic/Latino*
 - *American Indian or Alaska Native*
 - *Asian*
 - *Black or African American*
 - *Native Hawaiian or Other Pacific Islander*
 - *White*
 - *Two or more races*

Appendix B: Determining Economically Disadvantaged Status for Title I and School Accountability

Economically disadvantaged status:

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 06.899(5) are identified as economically disadvantaged (or low-income). These students must be identified in all OASIS data collections.

Purposes:

Schools and districts must determine which students are considered economically disadvantaged for several purposes:

- Determining students who are members of the economically disadvantaged subgroup for school and district accountability as required by Alaska regulations 4 AAC 06.830 and 06.899(5).
- Determining which students are eligible for free or reduced price lunches, if the school offers a school lunch program.
- Determining a school's percentage of economically disadvantaged (or "low income") students for identifying schools eligible for Title I, Part A funding and services.
- Determining a school's eligibility for funding under the federal E-Rate program that supports school internet access.

Sources of income data:

Family income data is used for determining eligibility for all of the above purposes. This data comes from one or more sources:

1. Household applications are completed by families to verify their income level to determine if their students qualify for free lunches or reduced price lunches in schools that offer school lunch programs (frequency depends on whether a school is a Provision 3 or CEP school).
2. Direct certification lists provided monthly by Health and Social Services that identify eligible students based on participation in programs such as the Temporary Assistance for Needy Families (TANF), SNAP (Food Stamps), or Foster Care.
3. Categorically eligible students that are identified as migrant, runaway, and homeless.
4. Income declaration form collected during annual school entry or enrollment for students not already determined as eligible through one of the above methods. Used in schools without school lunch programs (including correspondence schools) and in "provision" schools during years that household applications are not collected.

FAQs for the Collection and Use of Income Data for Economically Disadvantaged Status

What is a “Provision” school?

Schools with high poverty rates that operate school lunch programs may qualify for one of the provision options.

- Provision 3 schools use income data from direct certification and household applications for a given year (called the base year) to determine the reimbursement percentage for school lunches for up to 5 years. No household applications are collected in years that are not base years.
- Community Eligibility Provision (CEP) schools never collect household applications. School eligibility is determined only by those children categorically eligible (through direct certification or specific category of eligibility) for free meals. The school then receives an enhanced reimbursement rate by taking the rate of children categorically eligible times a multiplier provided by USDA. For school year 2017-2018 that multiplier is 1.6.

What is an Income Declaration Form?

All public schools that do not offer lunch programs or that are not collecting household applications must use an Income Declaration form annually to determine which students are economically disadvantaged that have not already been identified through direct certification or categorical eligibility. The form collects general family income information. It is not an in-depth household application for school lunch purposes, but meets the requirements to determine economically disadvantaged status for Title I poverty rates, school accountability, and E-Rate.

[A sample Income Declaration form and instructions](https://education.alaska.gov/ESEA/TitleI-A/) (<https://education.alaska.gov/ESEA/TitleI-A/>) are posted on the DEED website. This form 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 collecting the information. (Note: Household application forms for school meals may not be used for survey or other income collection purposes.)

How can we encourage families to turn in an Income Declaration Form if a school does not offer a lunch program or if the school is under Provision 3 or the Community Eligibility Provision?

The form 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 should include the information as part of the application process. Other schools should include the information in the entry/enrollment packet for all students who are not already qualified through direct certification or categorical eligibility.

How is a household application for school lunch different from an Income Declaration Form?

A household application for free or reduced price lunches is a very detailed application that includes information about the family income. An Income Declaration form for Title I or E-Rate purposes is a simple form 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.

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 DEED Migrant Education Program Manager, Sarah Emmal, at 907-465-3826 or sarah.emmal@alaska.gov.

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 DEED Homeless Education Program Manager, Sheila Box, at 907-465-8704 or sheila.box@alaska.gov.

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 the student eligibility status as economically disadvantaged must be available to applicable district staff for the purposes of those programs. See Section E, Page E-8 for information regarding confidentiality and disclosure of information in the [School Nutrition Programs Administrative Handbook](https://education.alaska.gov/tls/cnp/NSLP/pdf/nutrition_handbook.pdf) (https://education.alaska.gov/tls/cnp/NSLP/pdf/nutrition_handbook.pdf).

Which district staff need this information?

District staff who 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 the requirements of these data.

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

Contact DEED National School Lunch Program Coordinator Elizabeth Seitz at 907-465-8709 or elizabeth.seitz@alaska.gov, or Jo Dawson, Child Nutrition Program Administrator at 907-465-8708 or jo.dawson@alaska.gov.

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

Contact *DEED Title I Program Manager, Courtney Preziosi, at 907-465-2888 or courtney.preziosi@alaska.gov.*

Appendix C: English Learners

Note: The term English Learner and its abbreviation (EL) have replaced the terms Limited English Proficiency and Limited English Proficient and the LEP abbreviation in the federal Every Student Succeeds Act. While Alaska statute and regulation currently refer to LEP, DEED is choosing to match the federal language in anticipation of state law changing to reflect the federal terminology.

An English Learner (EL) is one who meets the definition of Limited English Proficiency in 4 AAC 34.090(2) and who has been determined to be an English Learner 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 English Learner status as described in 4 AAC 34.055(d).

Definition of a Limited English Proficient 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 06.737 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 "outlying 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

The following regulation changes are presently out for public comment:

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

- (d) If under (b) and (c) of this section, a district identifies a student as an English learner eligible for services under this chapter, that pupil remains identified as an English learner until the student obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section a
- (1) an overall composite score of 4.5 or higher; and
 - (2) a score of 4.0 or higher in each of the tested domains of reading, speaking, and listening, and a score of 3.8 or higher in the tested domain of writing.
- (e) A district shall monitor the academic progress of each student who had been identified as an English learner for two years after the student is no longer identified as an English learner. A former English learner 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 student may need to be re-identified as an English Learner.

f) Repealed 10/16/2013. (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 7/13/2012, Register 203; am 10/16/2013, Register 208; am __/__/__, Register __)

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Appendix D: 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 06.737, and 4 AAC 06.755.

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Appendix E: 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 IX of Every Student Succeeds Act-ESSA)- 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, or are abandoned in hospitals;
 - 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 F: State Report Manager (SRM) System Submission Process

Visit the DEED website for the [State Report Manager \(SRM\) User Guide](https://education.alaska.gov/Stats/Guides/SRM_Guide.pdf) (https://education.alaska.gov/Stats/Guides/SRM_Guide.pdf).

Appendix G: 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 &/or Gender Doesn't Match ASIS	The birth date or gender 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
74104	Warning	Ethnicity Does Not Match Prior Collections	The ethnicity does not match the ethnicity reported in previous collections
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	The gender of the student is not F or M
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

Rule ID	Severity	Rule	Detail Message
74213	Error	EL Status is Invalid	The EL Status code must be in the option set EL Status
74214	Error	EL Language is Invalid	EL Language must be one of the values in the option set
<i>74215</i>	<i>Error</i>	<i>504 Status is Invalid</i>	<i>504 Status must be Y or N</i>
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
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." GPA may exceed 4.00 to accommodate schools with weighted honors classes.
74225	Error	Unaccompanied must be Y or N	Unaccompanied must be Y or N when Homeless = Y
74226	Error	ELPNotAssessed must be an integer	ELPNotAssessed can only contain the digits 1-9
74228	Error	Active Duty Parent/Guardian value invalid	The value for ActiveDuty must be either Y or N
<i>74229</i>	<i>Error</i>	<i>Disability and 504Status Mismatch</i>	<i>If Disability is 2-14 then 504Status must be N</i>
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.

Rule ID	Severity	Rule	Detail Message
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.
74407	Error	Invalid FullDayUnexcused	FullDayUnexcused must be blank or greater than or equal to zero
<i>74408</i>	<i>Error</i>	<i>AgDM Format is Invalid</i>	<i>AgDM must be blank or a whole number (integer) greater than or equal to zero</i>
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
74505	Error	A Title I Targeted Assistance School Has No Students Targeted for Assistance	Title I Targeted Assistance schools must have at least one student targeted for assistance
74506	Warning	A Title I Targeted Assistance School Has Every Student Targeted for Assistance	Title I Targeted Assistance schools should not have every student targeted for assistance
<i>74507</i>	<i>Error</i>	<i>School Does Not Have Any Students Served for Complete School Year</i>	<i>The school does not have any students with reported AgDM = the number of reported days of student membership on the school calendar (except youth facilities)</i>
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
74703	Warning	Age is Outside Expected Range for Grade	The age of the student falls outside the expected bounds
74704	Error	Age is Outside Allowable Range for Grade	Age is outside the allowable range for this grade level
74705	Error	EL Language Mismatch	Student is flagged as EL (L1, LP, or LT) but the Bilingual/English Learner Language type says "Not an English Learner" (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	<i>Error</i>	Language for Non English Learner	Student that is not considered an English Learner has been assigned a Bilingual/English Learner Language
74709	Error	Missing FullDayUnexcused	FullDayUnexcused is required for grades KG-12

Rule ID	Severity	Rule	Detail Message
74710	Error	Other Language Type Missing	The Bilingual/English Learner 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, <i>including the aggregate count for students with more than one enrollment period</i>
74713	Error	Days Membership More Than Possible	Days Membership more than possible, <i>including the aggregate count for students with more than one enrollment period</i>
74714	Error	Full Day Absences Exceeds Total Days Absent	The number of Full Day Unexcused Absences must be less than or equal to the Aggregate Days of Membership minus the Aggregate Days of Attendance
74715	Error	Returning Student Not Enrolled on Last Day of School	Students with ExitType = 13 or 14 must also be enrolled on the last day of school
74716	Error	Transfer Without Date	Students who transfer back to general 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 "0" then Transfer to General Ed must be X, if Disability code is 2-14, 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
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 12 th Grader	A student in 12 th grade cannot be assigned an exit code of 14. This is reserved for students in grades PK-11.
74723	Error	Invalid Notes when ELLanguage = 30	When ELLanguage = 30, then Notes cannot contain the following words: English, Ethiopia, Hispanic, Other
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"

Rule ID	Severity	Rule	Detail Message
74726	<i>Error</i>	Exit Type Grade Level Mismatch (Grade) II	If Exit Type = 7, 15, 20, or 21 then Grade must be 9, 10, 11, or 12
74727	Warning	Exit Type/Grade Level Mismatch (Grade) III	If Exit Type = 12 then Grade must be 7, 8, 9, 10, 11, or 12
<i>74728</i>	<i>Error</i>	<i>Invalid Other Reason ELP Not Assessed</i>	<i>When ELP Not Assessed Reason = 9 (Other Reason) then Notes cannot contain the word Other</i>
74729	Error	Invalid TransGenEdDate Reported	If TransGenEd = N or X then TransGenEdDate must be null
74730	Error	ELP Not Assessed for Other Reason Must Have a Note	If ELPNotAssessed = 9 then Notes must not be null
74732	Error	Targeted Assistance School Mismatch	Student Title I = Y but school is not a Targeted Assistance school
74733	Error	Student cannot earn diplomas from two schools	When a student graduates with two enrollments in your district, assign Exit Type 7 to (only) one school. Use Exit Type 17 for the other school and put "Graduate" in the Notes.
74734	Error	Student Reported as Graduate in Two Records	A student may not have two records with graduation codes (ExitType = 7, 15, 22)
74735	Error	Target Grad Year is Missing	Target Grad Year is required if Grade Level is 9, 10, 11, or 12
74736	Error	APS data provided for Non-Graduate	These data should only be provided for graduates – i.e., those with Exit Type = 7, 15, or 22
74737	Error	Missing Graduate Data	When ExitType = 7, 15, or 22, then CollegiateEligibility and CareerEligibility 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 must = 1, 2, or 3
74740	Warning	Mismatch Target Graduation Cohort and Prior Data	Target Graduation Cohort Year submitted does not match prior value
74741	Error	Non-Student Membership or Attendance	Non-Student (Entry Type = 0) cannot have Aggregate Membership or Aggregate Attendance
74742	Error	Returning Special Education Certificate Recipient 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 Membership or Attendance	Aggregate Attendance and Aggregate Membership are required for all students enrolled in grades K-12

Rule ID	Severity	Rule	Detail Message
74745	Warning	Target Graduation Year for Older Student	Warning if Target Graduation Year implies 7 year grad or longer
74746	Error	Student Reported as Dropout with No Entry or Exit Date	A student with ExitType = 12 must have an EntryType <> 0 and not null values in both EntryDate and ExitDate
74747	Error	Unaccompanied is Required when Homeless = Y	When Homeless = Y, then a valid Unaccompanied value must be present
74748	Error	When Homeless = N, then Unaccompanied must be blank	When Homeless = N, then Unaccompanied must be null
74749	Error	Invalid ELPNotAssessed Value Reported	ELPNotAssessed value must be blank when ELStatus = LT, M1, M2, or X
74750	Error	ExitType Conflicts with prior OASIS data	A student who previously graduated (ExitType = 7, 8, 15, 16, 22, 98, or 99) or completed with other credentials (ExitType = 9, 19, 20, or 21) may not be issued a Certificate of Attendance or Certificate of Completion
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
74754	Warning	All students EconDisadv = Y	All students in a single SchoolID were reported as EconDisadv = Y
74755	Error	Invalid Grade Type with Grade AD	If Grade = AD, then EntryType must equal 0
74756	Warning	Student Reported as English Learner in Participation Rate Must Be Reported as English Learner in Summer OASIS	A student identified as an English Learner (L1, LP) in Participation Rate must be reported as an English Learner (L1, LP, LT) in Summer OASIS
74757	Error	Ineligible Student Reported with English Learner Language Code	A student identified as not an English Learner (M1, M2, X) must have ELLanguage = 99
74758	Error	Student Entered School After Graduation	A student may not have a record with an EntryDate more recent than the ExitDate of the student's reported graduation
74759	Error	Enrolled Last Day Does Not Match School Calendar	A student is reported as EnrolledLastDay = Y, but ExitDate does not equal the last day of school reported on the school calendar
74760	Error	Not Enrolled Last Day Does Not Match School Calendar	A student is reported as EnrolledLastDay = N, but ExitDate equals the last day of school reported on the school calendar
74761	Error	Requirements for Reported Career APS Eligibility of 1 Not Met	If Career Eligible = 1 then GPA >= 3.50

Rule ID	Severity	Rule	Detail Message
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 <i>who</i> was enrolled on first day of testing <i>must also be included in Summer OASIS</i>
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
74768	Error	Migrant Mismatch with Migrant Student Database (Error)	When Migrant = Y, student must be in Migrant Student Database; when Migrant = N, student must not be in Migrant Student Database in the indicated district
74769	Warning	Migrant Mismatch with Migrant Student Database (Warning)	When Migrant = N, the student is enrolled in a served district, and the student is listed in the Migrant Student Database as a served student in another district
74770	Warning	Date of Birth Mismatch with Migrant Student Database	The date of birth in the Migrant Student Database does not match the date of birth in the Summer OASIS record
74771	Error	School must have students enrolled on the last day of membership	A school must not have all students identified as EnrolledLastDay = N
74772	Error	TransGenEdDate Must Be Within Current School Year	If TransGenEd = Y then TransGenEdDate must be within the current school year
74773	Error	A student reported in membership in Fall OASIS must have membership in Summer OASIS	A KG-12 student reported with Days > 0 in Fall OASIS must have at least one record where EntryType <>0 and where AgDA and AgDM are both > 0
74774	Error	<i>Student reported in Participation Rate but has no membership in Summer OASIS</i>	<i>Student who was enrolled on first day of testing must have AgDA > 0 and AgDM >0 and EntryType not equal to 0</i>
74775	Warning	<i>EL Language Mismatch to Prior Summer OASIS</i>	<i>EL Language does not match most recent year's Summer OASIS entry (except when current year's EL Status = L1 or M1)</i>
74776	Error	<i>Invalid EL Status for KG Student</i>	<i>First time KG students must have an EL Status = L1, LT, or X</i>
74777	Error	<i>Invalid EL Status for Grade 1 Student</i>	<i>First time Grade 1 students must have an EL Status = L1, LT, LP, M1, or X</i>

Rule ID	Severity	Rule	Detail Message
74779	Error	When Grade = AD, ExitType must be 22	When Grade = AD, ExitType must be 22
74780	Error	<i>EL Status Mismatch to Prior Year I</i>	<i>Any prior Summer OASIS EL Status = L1 and current EL Status = L1</i>
74781	Warning	<i>EL Status Mismatch to Prior Year II</i>	<i>Any prior Summer OASIS EL Status = M1 or M2 and current EL Status = LP</i>
74782	Error	When ExitType = 22 Grade must be AD	When ExitType = 22, Grade must be AD
74784	Warning	<i>EL Status Mismatch to Prior Year III</i>	<i>Most recent year's Summer OASIS EL Status = L1 or LP and current EL Status <> LP or LT</i>
74785	Warning	<i>EL Status Mismatch to Prior Year IV</i>	<i>Most recent year's Summer OASIS EL Status = LT and current EL Status <> M1</i>
74786	Warning	<i>EL Status Mismatch to Prior Year V</i>	<i>Most recent year's Summer OASIS EL Status = M1 and current EL Status <> LP or M2</i>
74787	Warning	<i>EL Status Mismatch to Prior Year VI</i>	<i>Most recent year's Summer OASIS EL Status = M2 and current EL Status <> LP or X</i>
74788	Warning	<i>EL Status Mismatch to Prior Year VII</i>	<i>Most recent year's Summer OASIS EL Status = X and current EL Status <> L1 or X</i>
74790	Error	GPA must be blank unless CareerEligibility = 1, 2, or 3	GPA must be null unless CareerEligibility = 1, 2, or 3
74793	Error	Student Returned for Special Education Services without Receiving a Certificate	Students with ExitType = 18 must have received an ExitType = 9, 19, or 20 in a prior year's Summer OASIS submission
74794	Error	Student with ExitType 22 invalid	A student with ExitType = 22 must have a blank EntryDate, EntryType = 0, and be reported at the same school where reported in the 2015 or 2016 Summer OASIS with ExitType = 19
74795	Error	Student ExitType Reported in Prior and Current Years Summer OASIS Invalid	A student reported in a prior year's Summer OASIS with ExitType 7, 8, 15, 16, 22, 98, or 99 cannot be reported in the current year's Summer OASIS file
74797	Error	Student must be at least 19 years old	If Disability = 0 and Exit Type = 11, then a student must be at least 19 years old on September 1
74798	Error	Student must be at least 21 years old	If Disability is not zero and ExitType = 11, then a student must be at least 21 years old on September 1
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

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Appendix H: Disability Definitions

Disability Code	Description	Definition – Refer to 4 AAC 52.130 (http://www.legis.state.ak.us/basis/aac.asp#4.52.130) for specific details
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 standard deviations below the national norm on an individual intelligence test; 2. Exhibits deficits in adaptive behavior; 3. Requires special facilities, equipment, or methods; 4. Diagnosed as CI by a psychiatrist or psychologist (may 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. Exhibits a hearing impairment that hinders the 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. Requires special facilities, equipment, or methods; 3. Diagnosed as deaf or hard of hearing by a physician or an 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. Exhibits a communication disorder that adversely affects educational performance; 2. Requires special facilities, equipment, or methods; 3. Diagnosed as speech impaired by a physician or a speech language pathologist; and, 4. Certified by IEP team as qualifying for and needing special education services
5	Visual Impairment	<ol style="list-style-type: none"> 1. Exhibits a visual impairment of 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees, as determined by an optometrist or an ophthalmologist, which adversely affects educational performance <u>or</u> a physical eye condition that affects visual functioning to the extent specially designed instruction is needed; 2. Requires special facilities, equipment, or methods; 3. Certified by IEP team as qualifying for and needing special education services, including a certified teacher for the visually impaired
6	Emotional Disturbance	<ol style="list-style-type: none"> 1. Exhibits one or more ED characteristics that adversely affects educational performance; 2. Requires special facilities, equipment, or methods;

Disability Code Description Definition – Refer to [4 AAC 52.130](#)
 (<http://www.legis.state.ak.us/basis/aac.asp#4.52.130>) for specific details

Disability Code	Description	Definition – Refer to 4 AAC 52.130 (http://www.legis.state.ak.us/basis/aac.asp#4.52.130) for specific details
7	Orthopedic Impairment	<ol style="list-style-type: none"> 3. Diagnosed as having an emotional disturbance by a psychiatrist or psychologist (may include a school psychologist); 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. Exhibits severe orthopedic impairment that adversely affects educational performance; 2. Requires special facilities, equipment, or methods; 3. Diagnosed as orthopedically impaired 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. Exhibits limited strength, vitality, or alertness due to a chronic or acute health problem that adversely affects educational performance; 2. Requires special facilities, equipment, or methods; 3. Diagnosed by a physician; and, 4. Certified by IEP team as qualifying for and needing special education services
10	Deaf-Blindness	<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 or her age and ability levels in one or more areas; 3. LD observation and written report are completed after a referral; 4. Requires special facilities, equipment, or methods; and, 5. Certified by IEP team as qualifying for and needing special education services
11	Multiple Disabilities	<ol style="list-style-type: none"> 1. Exhibits concomitant hearing and visual impairment; 2. Requires special facilities, equipment, or methods; 3. Diagnosed by an optometrist or ophthalmologist as deaf/blind; 4. Diagnosed by a physician or audiologist as deaf/blind; and, 5. Certified by IEP team as qualifying for and needing special education services
12	Autism	<ol style="list-style-type: none"> 1. Exhibits two or more impairments causing severe educational problems; 2. Requires special facilities, equipment, or methods; 3. Diagnosed for each disability from the categories listed in this disability table (excluding Deaf-Blindness); and, 4. Certified by IEP team as qualifying for and needing special education services
		<ol style="list-style-type: none"> 1. Exhibits a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance;

Disability Code	Description	Definition – Refer to 4 AAC 52.130 (http://www.legis.state.ak.us/basis/aac.asp#4.52.130) for specific details
13	Traumatic Brain Injury	<ol style="list-style-type: none"> 2. Requires special facilities, equipment, or methods; 3. Diagnosed by a psychiatrist, psychologist, physician, or advanced nurse practitioner (may include a school psychologist); and, 4. Certified by IEP team as qualifying for and needing special education services <ol style="list-style-type: none"> 1. Exhibits an injury to the brain by external physical force that results in total or partial functional disability, psychosocial impairment, or both that adversely affects educational performance; 2. Impairment in one or more areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech caused by open or closed head injuries; 3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma; 4. Requires special facilities, equipment, or methods; 5. Diagnosed by a physician; and, 6. Certified by IEP team as qualifying for and needing special services
14	Developmentally Delayed	<ol style="list-style-type: none"> 1. The child is 3 through 8 years old; 2. Two standard deviations below the 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 <u>or</u> 1.7 standard deviations below the mean or 20% delayed in age equivalency in two or more of the areas; and, 3. Certified by IEP team as a child with early childhood developmental delays

Appendix I: 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). Eligibility checklists for 2018 are available at the Alaska Commission of Postsecondary Education's website. Additional questions regarding APS eligibility should be directed to Felicia Swanson at felicia.swanson@alaska.gov or (907) 465-2980.

First Award Level for the Collegiate Performance Scholarship

Math and Science Academic Option

- Grade point average of 3.50 or higher
- A test score of:
 - 25 or higher composite on the ACT; or,
 - 1680 or higher composite on the old SAT; or,
 - 1210 or higher composite on the new SAT
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Four units of math
 - Four units of science
 - Four units of language arts
 - Four units of social studies
 - One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies

Social Studies and Language Academic Option

- Grade point average of 3.50 or higher
- A test score of:
 - 25 or higher composite on the ACT; or,
 - 1680 or higher composite on the old SAT; or,
 - 1210 or higher composite on the new SAT
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Three units of math
 - Three units of science
 - Four units of language arts
 - Four units of social studies
 - Two units of World Language
 - Courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language

Second Award Level for the Collegiate Performance Scholarship

Math and Science Academic Option

- Grade point average of 3.00 or higher
- A test score of:
 - 23 or higher composite on the ACT; or,
 - 1560 or higher composite on the old SAT; or,
 - 1130 or higher composite on the new SAT
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Four units of math
 - Four units of science
 - Four units of language arts
 - Four units of social studies
 - One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies

Social Studies and Language Academic Option

- Grade point average of 3.00 or higher
- A test score of:
 - 23 or higher composite on the ACT; or,
 - 1560 or higher composite on the old SAT; or,
 - 1130 or higher composite on the new SAT
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Three units of math
 - Three units of science
 - Four units of language arts
 - Four units of social studies
 - Two units of World Language
 - Courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language

Third Award Level for the Collegiate Performance Scholarship

Math and Science Academic Option

- Grade point average of 2.50 or higher
- A test score of:
 - 21 or higher composite on the ACT; or,
 - 1450 or higher composite on the old SAT; or,
 - 1060 or higher composite on the new SAT
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Four units of math
 - Four units of science
 - Four units of language arts
 - Four units of social studies
 - One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies

Social Studies and Language Academic Option

- Grade point average of 3.00 or higher
- A test score of:
 - 21 or higher composite on the ACT; or,
 - 1450 or higher composite on the old SAT; or,
 - 1060 or higher composite on the new SAT
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Three units of math
 - Three units of science
 - Four units of language arts
 - Four units of social studies
 - Two units of World Language
 - Courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language

First Award Level for the Career/Technical Performance Scholarship

Math and Science Academic Option

- Grade point average of 3.50 or higher
- A test score of:
 - 25 or higher composite on the ACT; or,
 - 1680 or higher composite on the old SAT; or,
 - 1210 or higher composite on the new SAT; or,
 - 13 or higher composite on WorkKeys, with no score lower than 4 in any subject area:
 - Applied mathematics
 - Reading for information
 - Locating information
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Four units of math
 - Four units of science
 - Four units of language arts
 - Four units of social studies
 - One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies

Social Studies and Language Academic Option

- Grade point average of 3.50 or higher
- A test score of:
 - 25 or higher composite on the ACT; or,
 - 1680 or higher composite on the old SAT; or,
 - 1210 or higher composite on the new SAT; or,
 - 13 or higher composite on WorkKeys, with no score lower than 4 in any subject area:
 - Applied mathematics
 - Reading for information
 - Locating information
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Three units of math
 - Three units of science
 - Four units of language arts
 - Four units of social studies
 - Two units of World Language
 - Courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language

Second Award Level for the Career/Technical Performance Scholarship

Math and Science Academic Option

- Grade point average of 3.00 or higher
- A test score of:
 - 23 or higher composite on the ACT; or,
 - 1560 or higher composite on the old SAT; or,
 - 1130 or higher composite on the new SAT; or,
 - 13 or higher composite on WorkKeys, with no score lower than 4 in any subject area:
 - Applied Mathematics (Version 1) or Applied Math (Version 2)
 - Reading for Information (Version 1) or Workplace Documents (Version 2)
 - Locating Information (Version 1) or Graphic Literacy (Version 2)
 - *Scores from Version 1 cannot be combined with scores from Version 2*
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Four units of math
 - Four units of science
 - Four units of language arts
 - Four units of social studies
 - One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies

Social Studies and Language Academic Option

- Grade point average of 3.00 or higher
- A test score of:
 - 23 or higher composite on the ACT; or,
 - 1560 or higher composite on the old SAT; or,
 - 1130 or higher composite on the new SAT; or,
 - 13 or higher composite on WorkKeys, with no score lower than 4 in any subject area:
 - Applied Mathematics (Version 1) or Applied Math (Version 2)
 - Reading for Information (Version 1) or Workplace Documents (Version 2)
 - Locating Information (Version 1) or Graphic Literacy (Version 2)
 - *Scores from Version 1 cannot be combined with scores from Version 2*
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Three units of math
 - Three units of science
 - Four units of language arts
 - Four units of social studies
 - Two units of World Language
 - Courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language

Third Award Level for the Career/Technical Performance Scholarship

Math and Science Academic Option

- Grade point average of 2.50 or higher
- A test score of:
 - 21 or higher composite on the ACT; or,
 - 1450 or higher composite on the old SAT; or,
 - 1060 or higher composite on the new SAT; or,
 - 13 or higher composite on WorkKeys, with no score lower than 4 in any subject area:
 - Applied Mathematics (Version 1) or Applied Math (Version 2)
 - Reading for Information (Version 1) or Workplace Documents (Version 2)
 - Locating Information (Version 1) or Graphic Literacy (Version 2)
 - *Scores from Version 1 cannot be combined with scores from Version 2*
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Four units of math
 - Four units of science
 - Four units of language arts
 - Four units of social studies
 - One unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies

Social Studies and Language Academic Option

- Grade point average of 3.00 or higher
- A test score of:
 - 21 or higher composite on the ACT; or,
 - 1450 or higher composite on the old SAT; or,
 - 1060 or higher composite on the new SAT; or,
 - 13 or higher composite on WorkKeys, with no score lower than 4 in any subject area:
 - Applied Mathematics (Version 1) or Applied Math (Version 2)
 - Reading for Information (Version 1) or Workplace Documents (Version 2)
 - Locating Information (Version 1) or Graphic Literacy (Version 2)
 - *Scores from Version 1 cannot be combined with scores from Version 2*
- Met the state's subject matter requirements for high school graduation
- Completed the following course load:
 - Three units of math
 - Three units of science
 - Four units of language arts
 - Four units of social studies
 - Two units of World Language
 - Courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language

Appendix J: 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 following definitions come from Section 1309 of the Elementary and Secondary Education Act

[ESEA §1309(3)]

MIGRATORY CHILD

The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months—

- (A) as a migratory agricultural worker or a migratory fisher; or*
- (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.*

[ESEA §1309(5)]

QUALIFYING MOVE

The term “qualifying move” means a move due to economic necessity—

- (A) from one residence to another residence; and*
- (B) from one school district to another school district, except—*
 - (i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or*
 - (ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.*

[ESEA §1309(2)]

MIGRATORY AGRICULTURAL WORKER

The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.

[ESEA §1309(4)]

MIGRATORY FISHER

The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or season fishing employment.

Migrant students must be certified as eligible by the state before being reported as a migrant student. Please contact Sarah Emmal, Migrant Program Manager, at sarah.emmal@alaska.gov or 907-465-3826 should you have questions or require additional information.

Appendix K: 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 F for detailed directions).

This file record layout is also available in Excel format on the [DEED Forms and Grants website](https://education.alaska.gov/forms) (<https://education.alaska.gov/forms>). Place "OASIS" in the Search by Form Title Keyword field. The form will be called 2018 Summer OASIS SRM Column Heading Template.

Please note that element names must exactly match the layout in the district's SRM file. Mistakes in the header row will cause the file to not process properly.

Element #	Element Name	Element Description	Type	Length	Status
1	AKSID	Alaska Student Identification Number	Number	10	Required
2	LocalID	District Student Identification Number	Number	15	Optional
3	LastName	Student Name – Last	Text	35	Required
4	FirstName	Student Name – First	Text	35	Required
5	MiddleName	Student Name – Middle (or Initial)	Text	35	Optional
6	Suffix	Name Suffix	Text	8	Optional
7	City	City/Town/Village	Text	30	Required
8	Zip	Zip Code	Number	5	Required
9	BirthDate	Birth Date	Date	8/10	Required
10	Gender	Gender	Text	1	Required
11	Race	Race or Ethnicity	Number	1	Required
12	SchoolID	School Identification Number	Number	6	Required
13	Grade	Student Grade Level	Text	2	Required
14	Disability	Disability Code	Number	2	Required
15	IEPJuly1	IEP in Place on July 1	Y/N/X	1	Required
16	TransGenEd	Transfer to General Education	Y/N/X	1	Required
17	TransGenEdDate	Date of Transfer to General Education	Date	8/10	Conditional
18	504Status	504 Plan in Place - End of Membership	Y/N	1	Required
19	EntryDate	Entry Date	Date	8/10	Conditional
20	EntryType	Entry Type	Number	2	Required
21	ExitDate	Exit/Withdrawal Date	Date	8/10	Conditional
22	ExitType	Exit/Withdrawal Type	Number	2	Required
23	EnrolledLastDay	Enrolled on Last Day of School	Y/N	1	Required
24	EL_Status	English Learner Status	Text	2	Required
25	EL_Language	Bilingual/English Learner Language	Number	2	Required
26	ELPNotAssessed	ELP Not Assessed Reason	Number	1	Conditional
27	AgDA	Aggregate Days of Attendance	Number	6	Conditional
28	AgDM	Aggregate Days of Membership	Number	3	Conditional
29	FullDayUnexcused	Full Days of Unexcused Absences	Number	3	Conditional
30	EconDisadv	Economically Disadvantaged Student	Y/N	1	Required
31	Migrant	Migrant	Y/N	1	Required
32	Title1	Served by Title IA, Targeted Assistance	Y/N	1	Required
33	Immigrant	Immigrant Student	Y/N	1	Required

Element #	Element Name	Element Description	Type	Length	Status
34	USEntryDate	First US Entry for Immigrant Student	MM/YY	5/7	Conditional
35	ActiveDuty	Active Duty Parent/Guardian	Y/N	1	Required
36	Homeless	Homeless Student	Y/N	1	Required
37	Unaccompanied	Unaccompanied Homeless Youth	Y/N	1	Conditional
38	HomelessRes	Homeless Student Night Residence	Number	1	Conditional
39	TargetGrad	Target Cohort Graduation Year	Number	4	Conditional
40	CollegiateEligibility	Collegiate APS Eligibility	Number	1	Conditional
41	CareerEligibility	Career/Technical APS Eligibility	Number	1	Conditional
42	AcademicOption	APS Academic Option	Number	1	Conditional
43	GPA	Grade Point Average	Number	4	Conditional
44	Notes	Notes	Text	35	Conditional

DRAFT

Appendix L: 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. Erroneously reported end of year data can be especially damaging to the school district's dropout, graduation, and attendance rates.

However, for the department to successfully utilize the Summer OASIS data it is very important that the information be sent in by July 15th. Late submission of data from even one district delays accurate calculation and reporting for federally required data collections. This can lead to additional consequences for noncompliant districts.

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

AgDA/AgDM Questions

2. How do I calculate AgDA and AgDM?

AgDM (aggregate days of membership) is the total number of days that a student was enrolled during the 2017-2018 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, 2017 - June 30, 2018).

Stop counting on the last day that the student was officially enrolled. 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. These days do not count toward the minimum requirement.

Do NOT multiply the aggregate days of membership by the student's FTE.

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

AgDA (aggregate days of attendance) is the total number of days that a student attended school during the 2017-2018 school year. For a newly enrolled 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 the current school year (July 1, 2017 - June 30, 2018). **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 was in attendance.** 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. How are days of attendance and membership for Pre-K students reported?

Districts are required to maintain internal attendance records for Pre-K students. These records may be audited by School Finance for foundation funding purposes. As AgDA and AgDM are not currently part of DEED's required reporting for Pre-K students, a null value is allowable for Pre-K students only.

4. What is a day of attendance and how are partial days of attendance calculated?

The definition of a day of attendance and how to record partial days of attendance are both addressed in the Student Data Reporting Manual, adopted by reference:

Day of Attendance - Students are counted in attendance when present at school. Days of attendance do not include inservice days. Attendance shall be recorded based upon the percent of the student's normally scheduled instructional day. For example, a student who is normally scheduled for two hours per day as a part-time student would be recorded with half a day in attendance if he were absent for one hour. The sum of a day of attendance and a day of absence must equal one. A student may be counted present only when he or she is actually at school or is present at another school-sponsored instructional program. This may include authorized independent study, work-study programs, academically related field trips and instruction for homebound students. It does not include "making up" school work at home, or activities sponsored by private individuals or groups. Correspondence school students are counted in attendance as long as they are in membership. Homebound students are counted in attendance, if they are receiving at least ten hours of instruction per week by an itinerant teacher.

5. How are partial days of membership calculated?

There are no partial days of membership. A student was either in membership for an entire school day or not in membership on that school day.

6. Why aren't Inservice Days included in the AgDA and AgDM calculations?

Aggregate Days of Attendance and Aggregate Days of Membership 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.

7. Why are Full Day Unexcused Absences being reported when we already report the days of attendance and membership?

Aggregate Days of Attendance is a partial day measure, meaning that the count does not distinguish between two half-days of absence and one full-day of absence, nor does it distinguish between excused and unexcused absences. Because of these reasons, Full Day Unexcused Absences cannot be inferred from attendance and membership numbers.

Districts were previously required to report full day unexcused absences on an event-by-event basis. The need for collecting event-based unexcused absence data has been eliminated by adding this single field to the Summer OASIS collection.

Special Education Questions

8. 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.

9. Should I report new entries and exits when a student is initially tested or when a parent declines services?

No. Events do not qualify as entries or exits when the student remains continuously enrolled. Special education students should be reported the same as other students, with the exception of the data reported in the disability-related fields.

10. What students should receive a Y in the IEP in Place on July 1 field?

Only students who had an IEP in place *in Alaska* on July 1, 2017 should be reported with a Y in this field.

11. How do I determine which students should be marked Y for Transfer to General Education

If a student had an IEP in place on July 1, 2017 and then transferred to general education at any point during the school year before June 30, 2018 enter Y in the Transfer to General Education field. This means the student is still in school, but no longer receiving special education services. This also applies to students for whom consent for special education services has been revoked, either by the parent or by a student who is 18 years of age or older.

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.)

12. 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. *Students who have been issued a regular diploma are ineligible for additional services.* If a student with disabilities is 21 years of age on September 1 and will turn 22 prior to the completion of the following school year, that student may, in Element 22, receive an Exit Type of 11 (reached maximum age for services and did not receive a diploma or certificate of achievement).

13. When do we report a student as 504 Status = Y?

A student who is on a 504 Plan on their last day of student membership is reported as 504 Status = Y, unless that student is also receiving IEP services. A student who is on an IEP and requires temporary accommodations should have those accommodations written directly into their IEP and should not be reported as having an active 504 Plan.

Completion Questions

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

If your district has graduates who are dually enrolled within the district, the graduation Exit Type must be assigned to only one of the schools that the student attends. Use Exit Type of 17 for the enrollment record at the other school and put "Graduate" in the associated notes field. (This question refers to Element 22 – Exit/Withdrawal Type.)

15. Should a correspondence student be reported as a graduate if it is known that the student graduated from a brick and mortar school (or vice versa)?

A student may only graduate from one school. The first school to issue a diploma will be considered the school of record, unless extraordinary circumstances exist. If a student is receiving credit from multiple programs at the time of graduation, the programs must agree upon a primary school of record. Report a student as a graduate only if that student is receiving a diploma from the reported school of record.

16. How should mid-year graduations be reported?

The district should report the appropriate exit code and the final date the student attended classes. Please note that students cannot re-enroll following the receipt of a diploma. An error will be generated for a student who is reported as a mid-year graduate then returns for additional services later in the school year.

17. How should prior summer graduates be reported?

If your district has students graduating with a diploma during the prior summer (July 1, 2017 to the beginning of school, fall 2017), 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.

18. 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 Entry Type 0 (zero) and the Exit Type that most accurately reflects the student's graduation. This will usually be Exit Type 7. Leave the Entry Date blank. The Exit Date will reflect the date the diploma is issued. In the Notes field, identify the student as "Interstate Compact Graduate."

19. After submitting our Summer OASIS file, we discovered that we reported students as graduates who did not complete their coursework on time, and/or reported students as not graduating when they were issued a diploma by June 30. How do we address these situations?

When Summer OASIS is submitted, the district is certifying that the information is complete and accurate. DEED uses this information for many purposes, including federal data reporting, calculating accountability measures – including graduation rate – and determining which students are eligible to return in the fall.

Students who are reported as graduates are considered to have completed their schooling and are ineligible for further funding. Students who are not reported as graduates count against the district's cohort graduation rate and these students are ineligible to receive the Alaska Performance Scholarship until after the following year's Summer OASIS, when the district can report the student as a prior summer graduate.

If individual errors are discovered, they are to be reported to DEED no later than August 16. DEED will not accept changes to a student's reported graduation status after this date to allow a

student to be included on the following year's Fall OASIS report or to receive an Alaska Performance Scholarship.

In order to assist districts to accurately assess whether their graduating class has been correctly reported, district staff may request cohort rosters for delivery in early August. These rosters provide information regarding which students are part of the district's cohort group and whether or not they were reported to DEED as graduates. To request a cohort roster, contact Eric Caldwell (eric.caldwell@alaska.gov).

20. What is the difference between a Certificate of Completion, a Certificate of Attendance, and a Certificate of Achievement?

4 AAC 06.790 was amended to differentiate between these three terms, and has been amended again to remove the Certificate of Achievement due to the repeal of the requirement for a College and Career Ready Assessment. The definitions are as follows:

- Certificate of Completion means a certificate earned by a student who is not able to complete regular or substitute courses as described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes the IEP goals.
- Certificate of Attendance means a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes at least 4 years of attendance in high school.
- Certificates of Achievement were issued to students who completed all academic requirements for graduation except for receiving a valid score on a College and Career Ready Assessment. With the repeal of the requirement for a College and Career Ready Assessment, no new Certificates of Achievement may be issued.

The difference between a Certificate of Completion and a Certificate of Attendance is whether or not a student completed his or her IEP goals. If completed, the student should be issued a Certificate of Completion. If not, the student should be issued a Certificate of Attendance.

21. How should early graduates (*i.e.*, students who graduate in fewer than four years) be reported?

Early graduates are reported the same way as other students. The grade level will reflect the student's grade level upon entry, even if the grade level at that time was less than twelve, and the exit type will be the same as for any other graduate (generally Exit Type 7). Under no circumstance should a district create a new line of data for the sole purpose of listing a graduating student as being in grade 12.

22. May a district issue a diploma to a student who received a Certificate of Achievement during the 2014-2015 or 2015-2016 school year who later met the College and Career Ready Assessment (CCRA) requirement?

Yes. The Alaska State Board of Education & Early Development adopted regulatory changes in September 2015 (4 AAC 06.718) that allows a district to award a diploma to a former student who already holds a Certificate of Achievement who later took a CCRA. Please code the

student's Summer OASIS record with Null values for the Entry Date and Entry Type, an Exit Date that matches the date on which the diploma was issued, and an Exit Type of 22.

23. Does a student with an IEP and a modified course plan have to complete at least four years of high school to earn a Certificate of Completion?

Yes. Note that a modified course plan is not the same as the substitute courses described in 4 AAC 06.078(a). Students taking substitute courses under this regulation take PEAKS, not DLM. Substitute courses are aligned with the Alaska English/Language Arts and Mathematics standards – not the essential elements.

24. Will every student (other than one who drops out, dies, or transfers) eventually receive some type of certificate or diploma?

No. General education students will stop receiving state-funded services after age 20. Special education students may receive services through age 22 and receive a Certificate of Attendance regardless of whether IEP goals have been completed.

25. To assure that the district will receive funding for students after four years of high school, should a certificate be deferred if the IEP team determines a need for students to receive services through age 22?

A certificate should not be deferred. A diploma or a Certificate of Completion signals the end of services; however, a Certificate of Attendance does not. If a certificate holder returns for SPED services, the district will code the student with an Exit Type of 18 in subsequent Summer OASIS files. While a student who is reported as receiving a Certificate of Attendance cannot later be reported as receiving a Certificate of Completion, districts are still encouraged to issue a Certificate of Attendance once achieved. Aside from the benefits derived from completing his or her IEP goals, there are no tangible benefits that the student gains from receiving a Certificate of Completion.

Dropout Questions

26. Which students should be coded with an exit code of 12 (discontinued schooling/dropped out)?

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

- Pursuing GED
- Administrative drop
- Entering military without receiving a diploma
- Employment
- Expulsion
- Failing
- Family problems
- Pregnancy

- Alcohol or drug dependency
- Prolonged illness
- Transfer into non-district sponsored home schooling
- Transfer into any academic program that does not terminate in a diploma
- Truancy
- Unknown reason for withdrawal and no formal request for transfer or school records

A student who transfers to a non-district sponsored home school environment is a dropout unless he/she enrolls in a formal correspondence program that terminates in a diploma. (When district dropout totals are calculated, DEED verifies whether dropouts have enrolled in another district. If student has enrolled elsewhere, that student is not counted in the numerator of the dropout rate).

A student who transfers to a private school that terminates in a diploma is not considered a dropout; however, a student who discontinues public school and enrolls in a credit recovery program is to be reported as a dropout.

A student who leaves school with a certificate of 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 dropout for the year.

27. How do I determine if a student is considered a Summer Dropout?

A student who completed the 2016-2017 school year but did not return to school at the beginning of the 2017-2018 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. Summer Dropouts who are reported with an Exit Type of 12 will trigger a fatal error.

28. Will a student who drops out more than once be counted as a dropout multiple times when calculating the district's dropout rate?

A dropout is only counted once in the dropout rate numerator. Once all Summer OASIS files are received, student dropouts will be deleted from the dropout rate numerator if the student later enrolled in another school or district within the same school year or if the student re-enrolled in the same school and completed the school year. Email Eric Caldwell (eric.caldwell@alaska.gov) after September 1 if you need a full reporting of which students will be counted in your district's dropout rate denominator.

29. 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.

30. 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, 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 (eric.caldwell@alaska.gov) if you believe there are special circumstances that need to be considered.

31. How should a foreign exchange student not on a diploma track be coded?

A foreign exchange student not on a diploma track would be coded with an Entry Type of 3 (transfer from a public school in a different state or country) and an Exit Type of 3 (transfer to a public school in a different state or country). The school district should retain copies of the student's foreign exchange paperwork in the student's permanent file. All other student data are reported in Summer OASIS in the same manner as traditional students.

32. How should an expelled student be coded?

An expelled student should be coded with an Exit Type of 12 (discontinued schooling). If the student re-enrolls in another school or district within the same school year, then that student will be removed from the dropout rate denominator.

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

The student should be coded with an Exit Type of 3 (transfer to a public school in a different state or country).

Free Lunch and Low Income Questions

34. 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 student information available to the district.

35. Why isn't Economically Disadvantaged information pulled from the state's free lunch program data?

DEED only receives the total count of students receiving free/reduced lunches. Unless the entire district qualifies, DEED would not know which students qualify and which would 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*, as defined in 4 AAC 06.899.(5) (See Appendix B).

36. If a student is Free/Reduced lunch qualified at some point of the year, is that student qualified for the entire school year, even if the student exits the Free/Reduced lunch program or exits the school?

Yes. A student who is eligible for Free/Reduced lunch benefits at any point of the school year is qualified for the entire school year.

37. May we report all Migrant eligible students as Economically Disadvantaged (Low Income)?

If a student qualifies as migrant, then that student is eligible for Free/Reduced lunch. The district may, at its option, consider all migrant eligible students as Economically Disadvantaged (Low Income). Alternatively, the district may choose to survey in order to classify migrant students as Economically Disadvantaged or not Economically Disadvantaged according to the eligibility guidelines in 4 AAC 06.899.(5).

38. What is the Free/Reduced lunch eligibility status of a student who qualified at some point for Free/Reduced lunch benefits but 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.

39. 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

English Learner Questions

- 40. If a student is qualified as an English Learner at some point of the school year, is that student qualified for the entire school year, even if the student exits the English Learner program or exits the school?**

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

- 41. How should a student be coded in English Learner Status (Element 24) if the student was identified as an EL-eligible student during the reporting period and scored at the overall proficient level on the spring state-approved assessment of English Language Proficiency?**

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

- 42. How should a student be coded in English Learner Status (Element 24) if the student was assessed as an English Learner during the school year and was identified as EL-eligible for the first time?**

Code this student with the code L1 when in the first year of identification as an English Learner.

- 43. When do we report a value in ELP Not Assessed Reason?**

If a student was enrolled at any time during the ELP assessment testing window (February 1, 2018 through March 31, 2018), was identified as an English Learner (L1 or LP), and did not take the ELP assessment then the district must enter a value in ELP Not Assessed Reason.

- 44. If we don't have our testing results back yet, how do we report whether a student was not assessed?**

Regardless of when results arrive, districts are expected to know which students were scheduled to test and whether or not the student was assessed. Any student who was eligible to be assessed and was not assessed must have a reported value in ELP Not Assessed Reason.

Entry/Exit Questions

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

Report the student on multiple rows. The student is reported as simultaneously enrolled and attending in each school regardless of whether each school is a regular, alternative, or correspondence programs.

46. 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 during the following school 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 student attendance and an Exit Date matching the official last day of school for student attendance. Use Entry Type 10 for Returning Students. Use 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 who did not graduate, but is expected to return as a 12th grade student.

47. 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 as well as multiple AgDA and AgDM counts. **Do not combine multiple entries and exits into a single row/record.**

48. 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.

49. How do I code a student who is enrolled in a public school but has been referred outside the district for special education services in a residential setting?

When a school district is fiscally responsible for providing a student's residential special educational services outside of the district, the district should report the student as being enrolled and in attendance at the school where the student would normally be receiving services if the disability was not an issue.

50. How should I report a mid-year grade promotion or demotion?

If a student is promoted or demoted mid-year and as a result *changes schools* within the same district, code the student with an Exit Type of 1 from the school the student is leaving and an Entry Type of 1 for the school the student is entering.

For all other students, report the student's grade level as it was on the student's entry date. Under no circumstance – including graduation – should a district create a separate entry and exit for the sole purpose of reporting a grade level change.

51. What documentation does a district need to retain in order to prove a student has been exited from a graduation cohort group?

A district that reports a grade 9-12 student as exiting a cohort group must retain documentation that provides definitive proof of the student's transfer to another diploma track program, emigration, or death. Examples of this kind of documentation can include, but are not limited to:

- *A records request on letterhead from the school receiving a transfer student (Exit Types 1, 2, 3, 5, or 6);*
- *Program paperwork from a foreign exchange student's sponsoring agency (Exit Type 3); or,*
- *A published obituary or funeral program (Exit Type 10).*

These documents must be retained for three years beyond the student's Target Cohort Graduation for auditing purposes.

52. How does the district account for a student who was reported at the end of 2016-2017 as expected to return (Exit Types 13 and 14), did not return in 2017-2018, and transferred elsewhere or who was reported at the end of 2016-2017 as transferring to another Alaska public school district (Exit Types 1 and 2) but actually transferred to a private school or a school outside of Alaska in 2017-2018?

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). If the student's status is unknown and/or the student was not received by a diploma-track program, the student should be coded as a summer dropout (0). 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 DEED in identifying your district's and schools' true cohort groups, which will improve the accuracy of the reported cohort graduation rates.

53. What grade level do I report for a student who previously exited with a Certificate of Achievement in 2014-2015 or 2015-2016, then was issued a regular diploma (Exit Type 22) after taking a College and Career Ready Assessment in 2017-2018?

Because these students were exited from the Alaska public school system with a certificate prior to the issuance of a diploma, they should be coded as adults (Grade = AD).

54. What is a credit recovery program (Entry Type 11)?

A credit recovery program is an academic program which allows students to retake courses and receive high school credit in an alternative setting.

55. A student has left school to attend the Alaska Military Youth Academy (AMYA). What Exit Type should be used?

A student must have previously discontinued schooling to be eligible for services through AMYA. Therefore, the student must be reported with Exit Type 12.

56. A student is returning to school following a period of attendance at the Alaska Military Youth Academy (AMYA). What entry type would be used upon reentry?

Students who return to school after attending AMYA are presumed to have been participating in the credit recovery program. As such, these students should be reported with Entry Type 11.

Alaska Performance Scholarship Questions

57. 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 40) and Career/Technical Performance Scholarship Eligibility (Element 41) to indicate the student is not eligible for an Alaska Performance Scholarship. Elements 42 and 43 must contain null values, as these elements are only entered for students who qualify for an Alaska Performance Scholarship.

58. A student qualifies for the third award level Collegiate Performance Scholarship and the first 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, as a student's ACT or SAT score can be used to qualify for both the Collegiate and the Career/Technical scholarship but WorkKeys can only be used to qualify for the Career/Technical scholarship.

59. A student qualifies for the Career/Technical Performance Scholarship but not the Collegiate Performance Scholarship. Can the student use the Career/Technical Performance Scholarship to pursue a college degree?

The Career/Technical Performance Scholarship can be used for attendance in a career and technical certification program, but not for a degree program. Refer to the Alaska Commission on Postsecondary Education website (acpe.alaska.gov) for more details.

60. 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.

61. What scores does a student need on the new SAT test to qualify for the Alaska Performance Scholarship?

The qualifying scores on the new SAT are 1210 for Level 1, 1130 for Level 2, and 1060 for Level 3. The new SAT scores required for APS qualification are based on a concordance released by The College Board that compares the new SAT scores with those required under the old SAT score range (600-2400). The concordance may be obtained at [The College Board website](https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance) (<https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance>).

62. Can students combine scores from the old SAT and new SAT test scores? What about the old WorkKeys and the new WorkKeys?

No. The old SAT consisted of three sections: Critical Reading, Math, and Writing. The new SAT varies in design, section structure (only two sections instead of three: 1 - Evidence-Based Reading & Writing and 2 - Math), score scale, and measures different academic concepts; therefore, a numerical section score on the old SAT may not be equivalent to a numerical section score on the new SAT. A student qualifying for APS using an SAT combined score will only be allowed to combine section scores from the same version of the test to create a highest combined score. *Likewise, the scoring scales differ between Version 1 and Version 2 of the WorkKeys test. To qualify for the Alaska Performance Scholarship, students must complete all three sections of WorkKeys from the same version of the test.*

Migrant Questions

63. If a student is a qualified migrant student at some point of the year, is the student qualified for the entire school year even if that student exits the migrant program or exits the school and/or does not continue to receive migrant services?

Yes. Any student who has migrant status at some point between 7/1/17 and 6/30/18 should be reported as a migrant student in the Summer OASIS file.

Active Duty Parent/Guardian Questions

64. 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(I) 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. This information is also a required data element under the Every Student Succeeds Act, which became federal law in December 2015.

65. 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.

66. 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.

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