**2024 PARTICIPATION RATE**

**(Spring OASIS)**

**DATA HANDBOOK**

Count Date: March 25, 2024

Due: April 15, 2024



Last Updated: January 8, 2024

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# Instructions

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

This submission is a student-level data file that includes *all students enrolled in a district on the first day of testing*. Inclusion of information for kindergarten through 2nd grade students, as well as all 11th and 12th grade students, is required for the accountability calculation - System for School Success. This year, the first day of testing is March 25, 2024. The detail requested in this file allows for disaggregation of assessment results in a variety of student subgroups required by law.

1. Districts must submit a complete set of data elements as defined in this data dictionary for each student that was enrolled on March 25, 2024,through the [State Report Manager (SRM)](https://srm.eed.state.ak.us/srm) (srm.eed.state.ak.us/srm).

To accommodate the different computer systems in Alaska and to facilitate data reporting, districts have two file format options for reporting data:

* + - Tab-delimited (.TXT) or zipped tab-delimited
    - Comma-separated (.CSV) or zipped CSV

For further instructions on submitting through SRM, please see the [SRM User Guide](https://education.alaska.gov/Stats/Guides/SRM_Guide.pdf) (education.alaska.gov/Stats/Guides/SRM\_Guide.pdf). Additionally, the Department of Education and Early Development (DEED) is providing a [test environment for SRM](https://srmtest.eed.state.ak.us/srm) (srmtest.eed.state.ak.us/srm). If your district is unable to submit the file using SRM please contact Heather Kahklen at (907) 465-8724 or [heather.kahklen@alaska.gov](mailto:heather.kahklen@alaska.gov) for assistance.

**Note**: Successful submission requires utilization of exact field names in the header. A copy of the field names is located within [Appendix E](#_Appendix_E:_State). In addition, an Excel file containing the header field names may be downloaded on the [Department of Education and Early Development forms webpage](https://education.alaska.gov/forms/) (education.alaska.gov/forms).

1. After the completed data file is submitted, you will immediately receive a validation summary report that lists errors that will need to be corrected before your file can be successfully certified and received by DEED.
2. Make corrections in the original file. Please see [Appendix F](#_Appendix_F:_State_1) for a list of validation rules and error message details.
3. Re-submit corrections through SRM. Repeat steps 1-3 until file is free of errors.
4. Certify/verify data are accurate through SRM.

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

***Please see*** [***Appendix A***](#_Appendix_A:_4) ***to view the specific regulation.***

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

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

# Changes for Spring 2024

## Data Elements

* No new Data Elements.
* No edits to existing Data Elements.
* No Data Elements removed.

## State Report Manager (SRM) Validation Rules

* No new SRM rules.
* No edits to existing SRM rules.
* No SRM rules were removed.

# Clarifications

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

Alaska’s standards-based tests are the Alaska System of Academic Readiness (AK STAR) for English Language Arts and math and the Alaska Science Assessment for science.

All students who are enrolled in grades KG through 12 on March 25, 2024 must be reported in this data collection.

All students who are enrolled in grades 3 through 9 on March 25, 2024 are considered for the calculation of ELA and Math participation rates and grades 5, 8 and 10 for science participation rates.

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

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

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

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

Per federal guidance all Migrant students are categorically eligible for Free/Reduced Lunch.

Any student that participated in a statewide assessment in the previous year cannot be identified as a Recently Arrived – English Learner (RAEL), formally known as FYI (First Year Immigrant) and LEP (Limited English Proficient).

The EL student codes are defined for all data collections. **For the Participation Rate file, the code LT cannot be used as the student results from the English Language Proficiency (ELP) assessment are not yet available**. Students who are coded as L1 or LP for the Participation Rate file may be changed to LT for the Summer OASIS data collection if results from the ELP assessment show that the student has met the required exit criteria as defined in [4 AAC 34.055](https://www.akleg.gov/basis/aac.asp#4.34.055).

**Information on the State Fiscal Stabilization Fund:**

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

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

# Data Elements

| **Status** | **Element Number** | **Element Description** |
| --- | --- | --- |
| **REQUIRED** | **1** | **Alaska Student Identification Number**  Student’s unique Alaska Student Identification Number.  No student data will be accepted without a valid ID number.  Leading zeros are not required. |
| **OPTIONAL** | **2** | **District Student Identification Number**  Unique student identifier the school district uses internally to identify individual students.  **Note:** This number is not to be confused with the Alaska Student Identification Number. |
| **REQUIRED** | **3** | **Student Name – Last**  Student's last name |
| **REQUIRED** | **4** | **Student Name – First**  Student's first name |
| **OPTIONAL** | **5** | **Student Name – Middle (or Middle Initial)**  Student's middle name or initial  **Note:** Do not include Jr., Sr., II, III, etc. or commas. If you do, the Student ID System will not match and will result in an error message being generated in Edit Report. |
| **OPTIONAL** | **6** | **Name Suffix**  An appendage, if any, used to denote a student’s generation in his family (e.g., Jr., Sr., II, III). Periods are acceptable**.** |
| **REQUIRED** | **7** | **Birth Date**  Student's date of birth.  Format: MM/DD/YY or MM/DD/YYYY |
| **REQUIRED** | **8** | **Gender**  Code indicating the gender of the student.  F = Female  M = Male |
| **REQUIRED** | **9** | **Race or Ethnicity**  Code indicating the ethnic background of the student.  CodeDescription  1 White (Caucasian)  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 B**](#_Appendix_B:_Race/Ethnicity) **for Race/Ethnicity Code clarifications.**  **Note:** American Indian and Alaska Native are combined and reported as one category (Alaska Native/American Indian) and Asian and Native Hawaiian or Pacific Islander are combined and reported as one category (Asian/Native Hawaiian or Pacific Islander). |
| **REQUIRED** | **10** | **School Identification Number**  School code as assigned by DEED.  The first two digits represent the district number while the last four digits represent the school number.  Leading zeros are not required but are acceptable.  *For school numbers, visit the* [*Districts and Schools Information page*](http://education.alaska.gov/Alaskan_Schools/Public/) *(*education.alaska.gov/Alaskan\_Schools/Public) *and click on 2023-2024 District and School IDs, under Quick References.* |
| **REQUIRED** | **11** | **Student Grade Level**  This is a code identifying the grade level of the student.  A leading zero is not required but is acceptable for Codes 1-9.  Code Description  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 |
|  |  | **Note**: Students are expected to move up a grade level each school year unless retained or advanced a grade per district policy. DEED will perform data quality checks and will contact districts for clarification if significant anomalies are found in the data, such as a group of students “skipping” grades. |
| **REQUIRED** | **12** | **Disability**  This code is used to identify children with disabilities receiving special education and related services according to an individualized education program (IEP).  A leading zero for codes 0-9 is not required but is acceptable.  (Codes 2-14) Did this student have an active IEP on the first day of testing and were they receiving related special education services?  Code Description  0 Not receiving special education services  2 Cognitive Impairment  3 Hearing Impaired – Includes Deaf  4 Speech or Language Impairments  5 Visual Impairments  6 Emotional Disturbance  7 Orthopedic Impairments  8 Other Health Impairments  9 Specific Learning Disabilities  10 Deaf-Blindness  11 Multiple Disabilities  12 Autism  13 Traumatic Brain Injury  14 Developmentally Delayed  15 Student was receiving special education services at time of the assessment last year, but no longer qualifies for special education services at time of testing this year.  16 Student was reported with disability code 15 last year.  Regulations under 4 AAC 06.830(c): “For purposes of school and district accountability … a district shall report assessment results for a student who has been identified as a student with a disability in the appropriate subgroup for two years after the student is no longer identified as a student with a disability.”  **Please see** [**Appendix D**](#_Appendix_D:_Disability) **for disability definitions and additional clarification on Disability Codes 15 and 16.**  SRM rules related to disability codes 15 and 16 will look at how the student was reported in the prior year’s participation rate file. |
| **REQUIRED** | **13** | **EL Status**  Indicate whether or not the student has been identified as an English learner (EL) by using the codes below.  Students with codes of L1 or LP are current ELs (EL = “Yes”). Students with codes of M1, M2, M3 orM4 are *former* ELs. Students with a code of X are not considered ELs. Only students with codes of L1 or LP are eligible to receive accommodations for ELs when taking AK STAR and the Alaska Science Assessment*.*  Code Description  L1 First year of identification as an EL student. Student meets definition of EL scored at some point below the proficient level on state-approved assessment (either an identification assessment and/or the annual ELP assessment).  LP Student has been identified as EL in a previous school year and has not yet scored proficient on the state-approved assessment of English Language Proficiency.  M1 First year of monitoring for former EL. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.  M2 Second year of monitoring for a former EL. Student should have had a code of M1 in the previous school year.  M3 Third year of monitoring for a former EL. Student should  have had a code of M2 the previous school year.  M4 Fourth year of monitoring for a former EL. Student  should have had a code of M3 the previous school year.  X Not identified or considered to be an EL. (Includes former ELs that have completed two years in monitoring status.)  **Note:** Code LT is used to identify an EL who has achieved the required exit criteria on the state-approved assessment of English Language Proficiency (ELP) during the current school year. Code LT is valid in the Summer OASIS, but **not** in the Participation Rate data collection because student results from the ELP assessment are not yet available. |
| **REQUIRED** | **14** | **Economically Disadvantaged (Low-Income)**  This identifies students that are eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.802.  Y = Yes, this student is economically disadvantaged (low-income).  N = No, this student is not economically disadvantaged (low-income).  **Please see** [**Appendix G**](#_Appendix_G:_Frequently_2) **for clarification on how to identify economically disadvantaged students if the student’s school does not provide free or reduced price lunch; FAQ #3.** |
| **REQUIRED**  **REQUIRED** | **15**  **16** | **Active-Duty Parent/Guardian**  This identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.  Y = Yes, this student has a parent/guardian on active duty.  N = No, this student does not have a parent/guardian on active duty.  **Please see** [**Appendix G**](#_Appendix_G:_Frequently_1) **for additional clarification on active-duty status; FAQs #4-6.**  **U.S. Armed Forces Parent/Guardian**  This identifies whether the student had a parent/guardian in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.  Y = Yes, this student has a parent or guardian who was in the Armed Forces.  N = No, this student did not have a parent or guardian in the Armed Forces. |
| **REQUIRED** | **17** | **Homeless**  This identifies whether a student was homeless.  Y = Yes, this student was identified as homeless.  N = No, this student was not identified as homeless.  See [Appendix H](#_Appendix_H:_Homeless) for the definition of a homeless student. |
| **OPTIONAL** | **18** | **Group Name**  This is a group name used to group students for AK STAR, Alaska Science Assessment or DLM Alternate Assessment reporting, i.e., class, teacher, house, grade, etc.  **Note:** Pleasedo not include commas. |
| **REQUIRED** | **19** | **Alternate Assessment**  Please indicate "Y" for any student that has been identified as participating in the alternate assessment for English Language Arts or Math in grades 3 through 9 or has been identified to participate in the alternate assessment for Science in grades 5, 8, and 10.    Y = Yes, this student is an alternate assessment student.  N = No, this student is not an alternate assessment student.  **For identified English learners (ELs): Please indicate with a ‘Y’ any EL in grades K, 1, 2, 11 or 12 who will be taking the Alternate ACCESS for ELLs. If an EL in grades K, 1, 2, 11 or 12 is not taking the Alternate ACCESS for ELLs enter an ‘N’.** |
| **REQUIRED** | **20** | **FTE (Full-Time Equivalent) > 0.25**  This identifies whether the student’s enrollment status is greater than 0.25 FTE.  Y = Student is enrolled in school greater than 0.25 FTE  N = Student is not enrolled in school greater than 0.25 FTE  ***Elementary (Grades KG-6)***  **FTE Description Defined**  **1.00 (full-time) 4 contact hours or more in a day**  **0.75 (3/4 time) 3 hours or more, but less than 4 hours in a day**  **0.50 (1/2 time) 2 hours or more, but less than 3 hours in a day**  **0.25 (1/4 time) Less than 2 hours per day**  ***Secondary (Grades 7-12)***  **FTE Description Defined**  **1.00 (full-time) 4 Courses (4 Units)**  **0.75 (3/4 time) 3 Courses (3 Units)**  **0.50 (1/2 time) 2 Courses (2 Units)**  **0.25 (1/4 time) 1 Course (1 Unit)**  **Please see** [**Appendix G**](#_Appendix_G:_Frequently_1) **for additional information.** |
| **REQUIRED** | **21** | **FAY – SCHOOL**    Identify students that were enrolled in the **school** for the Full Academic Year (FAY). FAY students were continuously enrolled in that **school** from 10/01/23 through 03/25/24.  Y = Yes, this student was enrolled in the school FAY.  N = No, this student was not enrolled in the school FAY. |
| **REQUIRED** | **22** | **FAY – DISTRICT**  Identify students that were enrolled in the **district** for the Full Academic Year (FAY). FAY students were continuously enrolled in the **district** from 10/01/23 through 03/25/24.  Y = Yes, this student was enrolled in the district FAY.  N = No, this student was not enrolled in the district FAY. |
| **CONDITIONAL** | **23** | **Recently Arrived English Learner (RAEL)**  To be a RAEL, student must qualify as an English learner under  4 AAC 34.090(2) and has been in a school in the United States or the District of Columbia for less than 12 months.  Options: blank, Y or N.   * Grades 3 – 10, must be Y or N. * Non-tested grades must be blank.   **Please see** [**Appendix C**](#_Appendix_C:_Recently) **for additional information.** |
| **CONDITIONAL** | **24** | **Grade 9 Algebra I**  Identify Grade 9 students currently enrolled in a course that culminates in awarding full credit for Algebra I or its equivalent.  CodeDescription   1. Currently enrolled: Scheduled to complete course content during the 2023-2024 school year. 2. Currently enrolled: Scheduled to complete course content during the 2024-2025 school year or later.   3 Not currently enrolled.  Note: Determination of whether a student is currently enrolled in a course that culminates in awarding full credit for Algebra I or its equivalent should be based on the standards to be assessed on the Grade 9 Math assessment.  Please see [Appendix G](#_Appendix_G:_Frequently_1) FAQs #7-12 for additional guidance.  If student is enrolled in grades KG-8 or 10-12 leave this data element blank. |
| **OPTIONAL** | **25** | **Notes Field**  Districts may use this optional field to make notes about data entered in the record to explain any special circumstances that should receive consideration. |

# Appendix A: 4 AAC 07.060 – Student records

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

(1) subjects student has taken;

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

(3) units of credit earned;

(4) attendance records;

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

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

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

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

# Appendix B: Race/Ethnicity Descriptions and Guidance

Sources: [National Center for Education Statistics – U.S. Department of Education](http://nces.ed.gov/ipeds/glossary/?charindex=R), (surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx?)

Office of Educational Research and Improvement

4 AAC 06.830. Subgroups

4 AAC 06.899. Definitions

## Race/Ethnicity Definitions

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

## Race/Ethnicity Codes – DEED Guidance

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

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

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

Second public comment period closed 09/21/2006

USED guidance released in early June

1. Collecting Data
   1. Two questions
      1. Are you Hispanic or Latino? Yes/No
      2. Select races that you wish to identify with:
         1. African American
         2. American Indian/Alaska Native
         3. Asian
         4. Caucasian
         5. Native Hawaiian/Pacific Islander
   2. Individual can check all that apply – “self-identification”
   3. Encourage the opportunity to “re-identify” - change existing codes
   4. Retain the individual records for future enforcement purposes - OCR
2. Reporting Data
   1. Reporting Codes
      1. African American
      2. American Indian/Alaska Native
      3. Asian
      4. Caucasian
      5. Hispanic
      6. Native Hawaiian/Pacific Islander
      7. Two or more races
   2. If Hispanic AND other race = Hispanic
      1. (*example: Caucasian + Hispanic = Hispanic*)
   3. Any other multiple identification, excluding Hispanic, coded as Two or More Races (*example: African American + Asian = Two or more races*)
   4. If race/ethnicity is not chosen, “user identification” is employed – the person responsible for reporting chooses codes
   5. Does not affect AMO subgroups as those are negotiated with the U.S. Department of Education in the state accountability plans

# **Appendix C: Recently Arrived English Learners**

**Recently Arrived English Learner (RAEL)** is defined as English learners who have been enrolled in a school in one of the fifty states in the United States or the District of Columbia for less than 12 months prior to the date the assessment window opens.

Under federal regulation 200.6 (b)(4)(iv) states may exclude performance scores of RAELs in the Mathematics and English Language Arts assessment results. States must exclude RAELs from participating in the state standards-based English Language Arts assessments. RAELs must participate in the statewide English Language Proficiency assessment, the statewide mathematics assessment, and the statewide standards-based science assessment, if applicable.

If a district enrolls a student who qualifies as an English Learner (EL) under [4 AAC 34.090(2)](https://education.alaska.gov/esea/titleiii-a/definitionoflepstudent) , and who is new to the United States, and has been enrolled in a school in the United States or the District of Columbia (DC) for less than 12 months, the district must excuse the student from participation in the state assessment in English Language Arts; and exclude the student’s performance in any state standards-based assessments under 4 AAC 06.737 as part of measures of school and district accountability. A school in the United States is a school in any of the 50 states or the District of Columbia (DC) but not Puerto Rico or Guam.

**4 AAC 06.820. Participation**

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as an English learner under 4 AAC 34.090(2), and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months, the district shall exclude;

(1) the English learner who is recently arrived under this subsection from one administration of the state standards-based assessment in English language arts;

and

(2) the English learner’s results on any state standards-based assessment under 4 AAC 06.737 or an English language proficiency assessment under 4 AAC 34.055(c) for the first year of the English learner’s enrollment in the school for the purposes of the school and district accountability system under 4 AAC 06.800 – 4 AAC 06.899.

# Appendix D: Disability Definitions and Disability Categories 15 & 16

| **Disability Code** | **Description** | **Definition -** Refer to [4 AAC 52.130](http://www.akleg.gov/basis/aac.asp#4.52.130) for specific details regarding these general eligibility notes. |
| --- | --- | --- |
| 0 | Not receiving special education services | Not receiving special education services |
| 2 | Cognitive Impairment | 1. Score 2 or more SDs below national norm on individual intelligence test,  2. Exhibit deficits in adaptive behavior,  3. Require special facilities, equipment, or methods,  4. Diagnosed as CI by psychiatrist or psychologist, to include a school psychologist and  5. Certified by IEP Team as qualifying for and needing special education services. |
| 3 | Hearing Impaired – Includes Deaf | 1. Exhibit a hearing impairment that hinders ability to process linguistic information with or without amplification (deaf) or exhibits a hearing impairment (permanent or fluctuating) that adversely affects educational performance (hearing impaired),  2. Require special facilities, equipment, or methods,  3. Diagnosed as deaf or hard of hearing by physician or audiologist, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 4 | Speech or Language Impairment | 1. Exhibit a communication disorder that adversely affects educational performance,  2. Require special facilities, equipment, or methods,  3. Diagnosed speech impaired by physician or SLP, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 5 | Visual Impairment | 1. Exhibit a visual impairment 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees determined by an optometrist/ophthalmologist which adversely affects educational performance, or a physical eye condition that affects visual functioning to the extent specially designed instruction is needed,  2. Require special facilities, equipment, or methods, and  3. Certified by IEP Team as qualifying for and needing special education services, including a certified teacher of VI. |
| 6 | Emotional Disturbance | 1. Exhibit one more ED characteristic that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed as ED by psychiatrist or psychologist, to include a school psychologist and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 7 | Orthopedic Impairment | 1. Exhibit severe orthopedic impairment that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed orthopedically impaired by physician, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 8 | Other Health Impairment | 1. Exhibit limited strength, vitality or alertness due to chronic or acute health problem that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed by a physician, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 9 | Specific Learning Disability | 1. Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written,  2. Limited academic achievement for his/her age and ability levels in one or more areas,  3. LD observation and written report done after referral,  4. Require special facilities, equipment, or methods, and  5. Certified by IEP Team as qualifying for and needing special education services. |
| 10 | Deaf-Blindness | 1. Exhibit concomitant hearing and visual impairment,  2. Require special facilities, equipment, or methods,  3. Diagnosed as deaf and blind by an optometrist or ophthalmologist and by a physician or audiologist as deaf/blind, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 11 | Multiple Disabilities | 1. Exhibit two or more impairments causing severe educational problems,  2. Require special facilities, equipment, or methods,  3. Diagnosed for each disability (from the categories listed here – does not include Deaf-Blind), and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 12 | Autism | 1. Exhibit a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed by a psychiatrist or other physician, an authorized advanced nurse practitioner or a psychologist, to include a school psychologist, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 13 | Traumatic Brain Injury | 1. Exhibit an injury to the brain by external physical force what results in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance,  2. Impairment in one or more areas: cognition, language, memory, attention, more,  3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma,  4. Require special facilities, equipment, or methods,  5. Diagnosed by a physician, and  6. Certified by IEP Team as qualifying for and needing special education services. |
| 14 | Developmentally Delayed | 1. 3 through 8 years old,  2. Two SDs below mean or 25% delayed in age equivalency in cognitive development, fine and gross motor, speech and language development, social/emotional development, or self-help skills OR 1.7 SDs below the mean or 20% delayed in age equivalency in 2 or more of the areas, and  3. Certified by IEP Team as a child with early childhood developmental delays. |

**Additional Disability Codes**

**Code 15** should be used to identify students who were receiving special education services at the time of the assessment last year (was reported with a disability code of 2-14 in the participation rate file last year), but who no longer qualify for special education at the time of testing this year (does not have a disability code of 2-14).

Example: If a 3rd grade student was receiving special education services at testing time last year as a second grader but are no longer receiving services this year they should be coded as 15 even though they were not in an assessed grade last year.

**Code 16** should be used to identify any student who was reported (or should have been reported) as a code 15 last year who still does not qualify for special education services at the time of testing this year. If this student does not qualify for special education services next year, they would be reported with a disability code of 0 in next year’s participation rate file.

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

SRM rules related to disability codes 15 and 16 will look at how the student was reported in the prior year’s participation rate file.

# Appendix E: State Report Manager (SRM) Record Layout

The table below represents the field names that are needed in the header to submit the Participation Rate Data file through the State Report Manager (SRM). Each field must be used exactly as presented below. Any substitutions, changes, or deletions will stop processing of your data file. The error message that results in SRM is: “One or more required fields are missing” (error #67000). This header with data must be submitted as a .CSV or .TXT file through the SRM portal.

This header in excel format can also be found on the [DEED Forms webpage](https://education.alaska.gov/forms/) (education.alaska.gov/forms/). In the Name or Keyword field of the Search Forms section, type “OASIS”.

| **Field Name** | **Element Number** | **Element Description** | **Type** | **Max Length** | **Status** |
| --- | --- | --- | --- | --- | --- |
| AKSID | 1 | Alaska Student Identification Number | Number | 10 | Required |
| LocalID | 2 | District Student Identification Number | Number | 15 | Optional |
| LastName | 3 | Student Name - Last | Text | 35 | Required |
| FirstName | 4 | Student Name - First | Text | 35 | Required |
| MiddleName | 5 | Student Name - Middle (or Middle Initial) | Text | 35 | Optional |
| Suffix | 6 | Name Suffix | Text | 8 | Optional |
| BirthDate | 7 | Birth date | Date/Time | 10 | Required |
| Gender | 8 | Gender | Text | 1 | Required |
| Race | 9 | Race or Ethnicity | Text | 1 | Required |
| SchoolID | 10 | School Identification Number | Number | 6 | Required |
| Grade | 11 | Student Grade Level | Text | 2 | Required |
| Disability | 12 | Disability | Number | 2 | Required |
| EL\_Status | 13 | English Learner Status | Text | 2 | Required |
| EconDisadv | 14 | Economically Disadvantaged (Low Income) | Text | 1 | Required |
| ActiveDuty | 15 | Active Duty Parent/Guardian | Text | 1 | Required |
| ArmedForces | 16 | U.S. Armed Forces Parent/Guardian | Text | 1 | Required |
| Homeless | 17 | Homeless | Text | 1 | Required |
| Group | 18 | Group Name | Text | 30 | Optional |
| AltAssess | 19 | Alternate Assessment | Text | 1 | Required |
| FTE | 20 | Identifies whether a student is greater than 0.25 FTE (full-time equivalency) | Text | 1 | Required |
| FAYSchool | 21 | FAY – School | Text | 1 | Required |
| FAYDistrict | 22 | FAY – District | Text | 1 | Required |
| RAELStudent | 23 | Recently Arrived English Learner (RAEL) | Text | 1 | Conditional |
| Grade9Algebra | 24 | Grade 9 Algebra I | Number | 1 | Conditional |
| Notes | 25 | Notes Field | Text | 35 | Optional |

# Appendix F: State Report Manager (SRM) System Validation Rules

| **Rule ID** | **Severity** | **Rule** | **Detail Message** |
| --- | --- | --- | --- |
| 67000 | Error | One or more required fields is missing | The record is missing a required field. |
| 67001 | Error | Field Exceeds its Maximum Length | The field exceeds its maximum allowable length. |
| 67100 | Error | Reported Alaska Student ID Number is Invalid | The reported Alaska student ID number could not be found in the ASIS ID system. No student has that ID. |
| 67101 | Error | State ID, Gender or Birth Date Don’t Match ASIS | The gender and/or birth date of the student does not match the student ID system. |
| 67102 | Warning | State ID and Name Don’t Match ASIS | The first name and/or last name of the student does not match the student ID system. |
| 67201 | Warning | Age is outside Expected Range for Grade | The age of the student falls outside the expected bounds. |
| 67202 | Error | Age is outside allowable range for Grade | Age is outside of the allowable range for grade level. Age is as of Sept. 1. |
| 67205 | Error | Gender is Invalid | Gender must be M or F. |
| 67206 | Error | Race/Ethnicity code is Invalid | The race/ethnicity code must come from the “Race or Ethnicity” option set |
| 67207 | Error | School ID is Invalid | The school ID cannot be found in the list of currently open and operating schools. |
| 67208 | Error | Grade Level code is Invalid | The grade level code is not in the “Grade Level” option set. |
| 67209 | Error | Disability Category is Invalid | The Disability Category code must be one of the options in the option set “Disability Category”. |
| 67210 | Error | EL Status is Invalid | The EL Status code must be in the option set EL Status |
| 67211 | Error | Economically Disadvantaged is Invalid | Economically Disadvantaged must be a Y or N |
| 67213 | Error | Alternate Assessment is invalid | Alternate Assessment – must be a Y or N |
| 67214 | Error | FAY District is Invalid | FAY District must be a Y or N |
| 67215 | Error | FAY School is Invalid | FAY School must be a Y or N |
| 67216 | Error | FTE is invalid | FTE should be Y or N or blank. |
| 67217 | Error | Active Duty is invalid | Active Duty must be a “Y” or “N” |
| 67218 | Error | U.S. Armed Forces Parent or Guardian value is invalid. | The value for Armed Forces Parent or Guardian status must be either Y or N. |
| 67219 | Error | RAEL Student is invalid. | The value for RAEL must be either Y or N for grades 3 through 10. |
| 67221 | Error | Homeless is invalid | Homeless must be ‘Y’ or ‘N’. |
| 67301 | Error | Grade not served by school | The grade level of the student must be within the grades served by the school if the student is not special ed. |
| 67400 | Warning | Invalid Name | The name contains one or more characters other than alphabetic characters, period, apostrophe, space, or hyphen. |
| 67401 | Error | Birth date format is Invalid | The format for date field must be MM/DD/YYYY or MM/DD/YY. Four digit year is preferred. |
| 67403 | Error | Local Student ID contains Invalid Characters | Local student ID can only contain the digits 0-9. |
| 67501 | Warning | Open School with No Students | The open school serves at least one of the grades KG-12 but does not have any students. |
| 67502 | Warning | Served Grade Without Students | The tested grade is served by the school but there are no reported students for that grade. |
| 67602 | Error | User Not Authorized for this School | The logged in User is not authorized to submit data for this school. |
| 67701 | Error | FAY School but not district | Student was identified as attending the school for a full academic year but was not in the district for a full academic year. |
| 67702 | Error | EL Status of LT | The code LT cannot be used for EL Status. Student results from ELP assessment are not available for the Spring OASIS file. Students cannot be flagged as testing proficient during the current school year. |
| 67703 | Error | Developmentally Delayed Student age 9 or older | Developmentally Delayed student is age 9 or older as of October 1 |
| 67704 | Error | Alternate Assessment must be Disabled | Student flagged as Alternate Assessment must have disability code 2-14 |
| 67705 | Error | Active Duty = Y and U.S. Armed Forces = N is not allowed. | If Active Duty is Y, U.S. Armed Forces **must** be Y. |
| 67706 | Error | Group Name Invalid Entry | The group name field cannot have a comma. |
| 67707 | Error | EL Status M1 mismatch | If EL status is M1, then EL status in the prior summer OASIS should be LT for this student. |
| 67708 | Error | EL Status = X, M1, M2, M3 or M4. | RAEL must be N if grade 3 - 10. |
| 67709 | Error | RAEL student = Y. | EL status must be L1 or LP. |
| 67710 | Error | When grade 3 – 10; RAEL student required. | When grade 3 -10, RAEL data element cannot be blank. |
| 67711 | Error | RAEL student; non tested grades. | Data element should be blank. |
| 67801 | Error | Alaska Student ID must be Unique | Only 1 record allowed for each ASIS ID. Report the student at the school where they were enrolled on the first day of testing and at the school that will be held accountable for the test results. |
| 67811 | Error | FAY School Student not Enrolled | The student is listed as FAY School but was not enrolled in this school on Oct 1 per Fall OASIS. |
| 67812 | Error | FAY District Student not Enrolled | The student is listed as FAY District but was not enrolled in the district on Oct 1 per Fall OASIS. |
| 67817 | Error | Grade 9 Algebra | A student who is enrolled in **Grade 9** must have a code of 1, 2 or 3 entered in Data Element #24 (Grade9Algebra). |
| 67818 | Error | Non Grade 9 Algebra | If a student is **Non-Grade 9**, there should be a ‘null’ in Data Element #24 (Grade9Algebra). |
| 67820 | Error | All Economically Disadvantaged ‘Y’ | District has ALL students identified as economically disadvantaged. Is this true? |
| 67820 | Error | All Economically Disadvantaged ‘N’ | District has NO students identified as economically disadvantaged. Is this true? |
| 67821 | Error | EL Status M2 mismatch | If EL status is M2, then EL status in the prior participation rate should be M1 for this student. |
| 67822 | Error | EL Status M3 mismatch | If EL status is M3, then EL status in the prior participation rate should be M2 for this student. |
| 67823 | Error | EL Status M4 mismatch | If EL status is M4, then EL status in the prior participation rate should be M3 for this student. |
| 67824 | Error | Disability Code 15 | If student is coded with a disability code of 15, they must have been a disability code of 2-14 the prior year. *This rule does not apply if the student was not reported at the same school the prior year.* |
| 67825 | Error | Disability Code 16 | If student is coded with a disability code of 16, they must have been a disability code of 15 the prior year. *This rule does not apply if the student was not reported at the same school the prior year.* |
| 67826 | Error | Disability Codes 15 and 16 | A student cannot be coded with a disability code of 15 or 16 for two consecutive years. *This rule does not apply if the student was not reported at the same school the prior year.* |
| 67827 | Error | Student no longer needing special education services | A student who was coded as having a disability code of (2-14) in last year’s participation rate file but no longer qualifies for special education services cannot be coded 0. A student must be coded 15. *This rule does not apply if the student was not reported at the same school the prior year.* |

# Appendix G: Frequently Asked Questions

## Full-Time Equivalent (FTE)

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

***Elementary (Grades KG-6)***

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

***Secondary (Grades 7-12)***

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

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

4 AAC 06.737. Standards-based test

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

In July of 2015, the State Board of Education adopted regulatory language that states students enrolled at 0.25 FTE will not be subject to participation in the required annual assessment unless the student receives instruction in an assessed subject and grade level. A student counted as 0.25 FTE must be included in the English language arts, mathematics, or science content-area assessment (AK STAR or the Alaska Science Assessment) if that student receives instruction in that subject area and grade level. For example, an 8th grade student with an FTE of 0.25 whose only course is Algebra I must take the Math content assessment of AK STAR. Regardless of FTE status, all grades K-12 students enrolled in your district on the first day of testing (March 25, 2024) must be included in the Participation Rate file.

## Economically Disadvantaged Students

1. 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

## Active-Duty

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

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

1. 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.

1. 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.

## Grade 9 Algebra I

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

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

The new AK STAR Math assessment is not heavily algebra based as Alaska’s previous mathematics assessment. However, DEED wants to continue collecting this data to help inform past and potential future mathematics assessment focus.

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

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

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

It depends on the math standards that are taught in the Integrated Math course. First, review the [standards to be assessed on the Grade 9 Math assessment](https://education.alaska.gov/standards/pdf/Grade_9_Math_Standards_Assessed12.17.21.pdf) (education.alaska.gov/standards/pdf/Grade\_9\_Math\_Standards\_Assessed12.17.21.pdf).

If the course in which the Grade 9 student is currently enrolled only covers some of the standards, and the standards not covered were taught in a previous course, code the student with a 1. If the course only covers some of the standards, and the remainder of the standards will be taught in another course after the 2023-2024 school year, code the student with a 2.

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

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

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

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

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

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

# Appendix H: 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:

* individuals who lack a fixed, regular, and adequate nighttime residence; and,
* 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 campgrounds 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 I: Active-Duty vs Armed Forces

In October 2020, a new data element was added to Fall OASIS which tracks military-connected students. This element was added because the National Defense Authorization Act that was passed for fiscal year 2020 altered the definitions of student groups that are required for reporting. The following guidance was produced to illustrate the differences between the current Active-Duty element and the newly added U.S. Armed Forces element.

This new data element was added to the 2022 Participation Rate data collection and the 2021-2022 Summer OASIS data collection.

**Active-Duty**

The Active-Duty data element has not been changed. The Active-Duty element remains the same as the Active-Duty element that was reported in prior years. This element reads:

This identifies whether the student had a parent/guardian **on active duty** in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on the first day of testing, March 25, 2024.

**U.S. Armed Forces**

The only difference between the Active-Duty data element and the U.S. Armed Forces element is that the U.S. Armed Forces element does not require the parent/guardian be on active duty. This data element reads:

This identifies whether the student had a parent/guardian in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on the first day of testing, March 25, 2024.

The U.S. Armed Forces subgroup must include students with parents on “active service.”  Under 10 U.S.C. 101(d)(3), this would include individuals on active duty or full-time National Guard duty, but not those on inactive status or in the Retired Reserves.

**Example 1: Student with a parent that is an active-duty member of the Armed Forces of the United States.**

|  |  |
| --- | --- |
| **Active Duty** | **U.S. Armed Forces** |
| **Y** | **Y** |

For this student, Active Duty should be “Y”. Additionally, the new U.S. Armed Forces category does not require the parent to be on active duty. This means that this student should also be marked as “Y” for U.S. Armed Forces.

**Example 2: Student with a parent that is not on active duty, but whose parent is a member of the Armed Forces of the United States.**

|  |  |
| --- | --- |
| **Active Duty** | **U.S. Armed Forces** |
| **N** | **Y** |

For this student, Active Duty should be “N”, because the parent is not on active duty. However, the new U.S. Armed Forces category does not require the parent to be on active duty. This means that this student **should** be marked as “Y” for U.S. Armed Forces.

**Example 3: Student with a parent that is not on active duty and whose parent is not a member of the Armed Forces of the United States.**

|  |  |
| --- | --- |
| **Active Duty** | **U.S. Armed Forces** |
| **N** | **N** |

For this student, Active Duty should be “N”, because the parent is not on active duty. Additionally, this student should be marked as “N” for U.S. Armed Forces because the parent is not a member of the Armed Forces of the United States.

**Example 4: This scenario is not valid. Student with a parent that is on active duty and whose parent is not a member of the Armed Forces of the United States.**

|  |  |
| --- | --- |
| **Active Duty** | **U.S. Armed Forces** |
| **Y** | **N** |

If a parent is active duty “Y”, then U.S. Armed Forces **must** be “Y”. U.S. Armed Forces cannot be “N” because both data elements consist of; any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.