

SUMMER OASIS 2016 STUDENT LEVEL DATA HANDBOOK FOR SCHOOLS AND DISTRICTS

Due Date: July 15, 2016

**Include every student who has attended or transferred at any time
from July 1, 2015 to June 30, 2016**

Last Update: June 2, 2016



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2016 Changes

(All new changes will be highlighted in green)

Changes within Elements:

Field 19: **ADDED:** Code 11 Transfer from a credit recovery program

Field 21: **ADDED:** Exit Code 98 (2015-2016 Certificate of Achievement recipient who was subsequently issued a diploma by the same school following the elimination of the College and Career Ready Assessment requirement.)

New Errors or Warnings:

- 74754 **(Warning)** All students EconDisadv = Y
- 74755 **(Error)** Invalid Entry Type with Grade AD
- 74787 **(Error)** Invalid EntryDate, EntryType, and ExitDate with ExitType 98
- 74788 **(Error)** ExitType 98 must have CollegiateEligibility = 0 and CareerEligibility = 0
- 74790 **(Error)** GPA must be blank unless CareerEligibility = 1, 2, or 3
- 74793 **(Error)** Student with ExitType 98 must have another record with ExitType 19
- 74794 **(Error)** Student with ExitType 22 invalid
- 74795 **(Error)** Student ExitType Reported in Prior and Current Year's Summer OASIS invalid
- 74796 **(Error)** Title IA and Targeted Assistance Services Mismatch
- 74797 **(Error)** Student must be at least 19 years old
- 74798 **(Error)** Student must be at least 21 years old
- 74799 **(Error)** TransGenEd date entered for a student who was reported as not transferring to general education

Changed Errors or Warnings:

- 74714 **(Error)** Deleted
- 74723 **(Error)** Added words Ethiopia(n), Hispanic
- 74726 **(Warning)** Added code 15
- 74729 **(Error)** Added Code 22
- 74736 **(Error)** Deleted Code 99, Added Code 98
- 74737 **(Error)** Deleted Code 99, Added Code 98
- 74750 **(Error)** Added Codes 19, 20, 21 and 99
- 74779 **(Error)** Deleted Code 99, Added Code 98
- 74782 **(Error)** Deleted Code 99, Added Code 98
- 74791 **(Error)** Deleted

Deleted Elements:

- Early Literacy Screener – Assessment Type
- Early Literacy Screener – Letter Sound Fluency
- Early Literacy Screener – Phoneme Segmentation Fluency
- Early Literacy Screener – Oral Reading Fluency
- Early Literacy Screener – RIT Score
- Former LEP Student Academic Progress

For further information, contact:

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Department of Education & Early Development
Telephone: (907) 465-8435
FAX: (907) 465-8400
Email: eric.caldwell@alaska.gov

Dates to remember:

Due: July 15, 2016

Preferred by: June 30, 2016

Late/Incomplete Notification to Director of Assessments: August 1, 2016

Instructions

1. Districts will submit the data elements defined in this data dictionary for each student who was enrolled in your school district during the 2015-2016 school year through the State Report Manager (SRM) at <https://srm.eed.state.ak.us/srm>

Note: Students that have dropped out or transferred during the summer of 2015 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 #50*).

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

- Tab-delimited (.TXT)
- Comma-separated (.CSV)

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

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

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

4. Re-submit corrections through SRM. Repeat steps 1-3 until data is free of errors.
5. Certify/verify data is accurate through SRM.

Data is due to EED by July 15th.

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

Data Elements

(New text in green)

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
REQUIRED	1	<p>Alaska Student Identification Number Student's unique Alaska Student Identification number. No student data will be accepted without a valid student ID number. The student's birth date must also match the associated student ID number.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Example</u></td> <td style="width: 50%;"><u>Description</u></td> </tr> <tr> <td>999999</td> <td>Leading zeros are no longer required but are acceptable</td> </tr> </table>	<u>Example</u>	<u>Description</u>	999999	Leading zeros are no longer required but are acceptable		
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OPTIONAL	2	<p>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.</p>						
REQUIRED	3	<p>Student Name – Last Student's last name</p>						
REQUIRED	4	<p>Student Name – First Student's first name</p>						
OPTIONAL (Required if present)	5	<p>Student Name – Middle (or Middle Initial) Student's middle name or initial</p> <p>Note: Do not include Jr., Sr., II, III, commas, etc., in elements 3, 4, or 5. If you do, the Student ID System will not match and will result in an error message being generated in Edit Report.</p>						
OPTIONAL	6	<p>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.</p>						
REQUIRED	7	<p>City/Town/Village Name of the city, town, or village where the student lives.</p>						
REQUIRED	8	<p>Zip Code Zip or postal code where the student lives, <i>excluding delimiters or blank spaces</i>.</p>						
REQUIRED	9	<p>Birth Date Student's date of birth Format: MM/DD/YY or MM/DD/YYYY</p>						
REQUIRED	10	<p>Gender Student's gender</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>Code</u></td> <td style="width: 50%;"><u>Description</u></td> </tr> <tr> <td>F</td> <td>Female</td> </tr> <tr> <td>M</td> <td>Male</td> </tr> </table>	<u>Code</u>	<u>Description</u>	F	Female	M	Male
<u>Code</u>	<u>Description</u>							
F	Female							
M	Male							
REQUIRED	11	<p>Race or Ethnicity</p>						

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>																																
		<p>Student's racial or ethnic background</p> <table border="0"> <thead> <tr> <th data-bbox="521 205 597 233"><u>Code</u></th> <th data-bbox="651 205 802 233"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="521 237 537 264">1</td> <td data-bbox="651 237 894 264">White (Caucasian)</td> </tr> <tr> <td data-bbox="521 268 537 296">2</td> <td data-bbox="651 268 878 296">African American</td> </tr> <tr> <td data-bbox="521 300 537 327">3</td> <td data-bbox="651 300 769 327">Hispanic</td> </tr> <tr> <td colspan="2" data-bbox="651 331 1446 401">(All Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race)</td> </tr> <tr> <td data-bbox="521 405 537 432">4</td> <td data-bbox="651 405 732 432">Asian</td> </tr> <tr> <td data-bbox="521 436 537 464">5</td> <td data-bbox="651 436 867 464">American Indian</td> </tr> <tr> <td data-bbox="521 468 537 495">6</td> <td data-bbox="651 468 834 495">Alaska Native</td> </tr> <tr> <td data-bbox="521 499 537 527">7</td> <td data-bbox="651 499 911 527">Two or More Races</td> </tr> <tr> <td colspan="2" data-bbox="651 531 1446 600">(Do not include individuals that have identified themselves as Hispanic/Latino)</td> </tr> <tr> <td data-bbox="521 604 537 632">8</td> <td data-bbox="651 604 1105 632">Native Hawaiian or Pacific Islander</td> </tr> </tbody> </table> <p data-bbox="509 674 1333 743"><i>(Please see Appendix A for Race/Ethnicity Descriptions and for Race/Ethnicity coding guidance.)</i></p>	<u>Code</u>	<u>Description</u>	1	White (Caucasian)	2	African American	3	Hispanic	(All Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race)		4	Asian	5	American Indian	6	Alaska Native	7	Two or More Races	(Do not include individuals that have identified themselves as Hispanic/Latino)		8	Native Hawaiian or Pacific Islander										
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REQUIRED	12	<p>School Identification Number</p> <p>School code as assigned by EED. The first two digits represent the district number while the last four digits represent the school number. Leading zeros are not required but are acceptable.</p> <p data-bbox="509 974 1484 1043"><i>(See http://education.alaska.gov/Alaskan_Schools/Public/DistrictandSchoolIDs.pdf for School Numbers)</i></p>																																
REQUIRED	13	<p>Student Grade Level</p> <p>This is a code identifying the grade level of the student. A leading zero is not required, but is acceptable for Codes 1-9.</p> <table border="0"> <thead> <tr> <th data-bbox="521 1241 597 1268"><u>Code</u></th> <th data-bbox="797 1241 948 1268"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="521 1272 565 1299">PK</td> <td data-bbox="797 1272 1024 1299">Pre-Kindergarten</td> </tr> <tr> <td data-bbox="521 1304 565 1331">KG</td> <td data-bbox="797 1304 971 1331">Kindergarten</td> </tr> <tr> <td data-bbox="521 1335 537 1362">1</td> <td data-bbox="797 1335 943 1362">First grade</td> </tr> <tr> <td data-bbox="521 1367 537 1394">2</td> <td data-bbox="797 1367 987 1394">Second grade</td> </tr> <tr> <td data-bbox="521 1398 537 1425">3</td> <td data-bbox="797 1398 954 1425">Third grade</td> </tr> <tr> <td data-bbox="521 1430 537 1457">4</td> <td data-bbox="797 1430 971 1457">Fourth grade</td> </tr> <tr> <td data-bbox="521 1461 537 1488">5</td> <td data-bbox="797 1461 943 1488">Fifth grade</td> </tr> <tr> <td data-bbox="521 1493 537 1520">6</td> <td data-bbox="797 1493 954 1520">Sixth grade</td> </tr> <tr> <td data-bbox="521 1524 537 1551">7</td> <td data-bbox="797 1524 992 1551">Seventh grade</td> </tr> <tr> <td data-bbox="521 1556 537 1583">8</td> <td data-bbox="797 1556 971 1583">Eighth grade</td> </tr> <tr> <td data-bbox="521 1587 537 1614">9</td> <td data-bbox="797 1587 954 1614">Ninth grade</td> </tr> <tr> <td data-bbox="521 1619 565 1646">10</td> <td data-bbox="797 1619 959 1646">Tenth grade</td> </tr> <tr> <td data-bbox="521 1650 565 1677">11</td> <td data-bbox="797 1650 997 1677">Eleventh grade</td> </tr> <tr> <td data-bbox="521 1682 565 1709">12</td> <td data-bbox="797 1682 976 1709">Twelfth grade</td> </tr> <tr> <td data-bbox="521 1713 565 1740">AD</td> <td data-bbox="797 1713 1333 1803">Adult (previously exited diploma recipient only)</td> </tr> </tbody> </table> <p data-bbox="797 1850 997 1877"><i>(See FAQ #51)</i></p>	<u>Code</u>	<u>Description</u>	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)
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REQUIRED	14	Disability																																

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		<p>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.</p> <p>Note: Codes 2-14 should include all children who had an IEP on file and received special education services at any time during July 1, 2015 to June 30, 2016.</p> <table border="0"> <thead> <tr> <th data-bbox="592 443 667 470"><u>Code</u></th> <th data-bbox="797 443 943 470"><u>Description</u></th> </tr> </thead> <tbody> <tr><td>0</td><td>Not receiving special education services</td></tr> <tr><td>2</td><td>Cognitive Impairment</td></tr> <tr><td>3</td><td>Hearing Impaired – Includes Deaf</td></tr> <tr><td>4</td><td>Speech or Language Impairment</td></tr> <tr><td>5</td><td>Visual Impairment</td></tr> <tr><td>6</td><td>Emotional Disturbance</td></tr> <tr><td>7</td><td>Orthopedic Impairment</td></tr> <tr><td>8</td><td>Other Health Impairment</td></tr> <tr><td>9</td><td>Specific Learning Disability</td></tr> <tr><td>10</td><td>Deaf-Blindness</td></tr> <tr><td>11</td><td>Multiple Disabilities</td></tr> <tr><td>12</td><td>Autism</td></tr> <tr><td>13</td><td>Traumatic Brain Injury</td></tr> <tr><td>14</td><td>Developmentally Delayed</td></tr> </tbody> </table> <p>(See FAQ #6 and #7. For Disability Definitions, please see Appendix H.)</p>	<u>Code</u>	<u>Description</u>	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	8	Other Health Impairment	9	Specific Learning Disability	10	Deaf-Blindness	11	Multiple Disabilities	12	Autism	13	Traumatic Brain Injury	14	Developmentally Delayed
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REQUIRED	15	<p>IEP in Place on July 1</p> <p>This code is used to identify students who had an IEP in place in Alaska on July 1, 2015.</p> <p>Note: A Y(es) or N(o) entry here requires a Disability Code 2-14 be present.</p> <table border="0"> <thead> <tr> <th data-bbox="526 1283 600 1310"><u>Code</u></th> <th data-bbox="675 1283 821 1310"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1310 548 1337">Y</td> <td data-bbox="675 1310 1495 1509">Yes – this student had an IEP in place in Alaska on July 1, 2015. Include any student who was being served under IDEA Part B last year, who returned this year and is still being served by special education. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2015.</td> </tr> <tr> <td data-bbox="526 1549 548 1577">N</td> <td data-bbox="675 1549 1487 1713">No – although this student was on an IEP at some point during the reporting period (July 1, 2015 to June 30, 2016), it was not in place on July 1, 2015 in Alaska. In other words, this student either arrived in Alaska after July 1, 2015 or did not receive an IEP designation until after July 1, 2015.</td> </tr> <tr> <td data-bbox="526 1753 548 1780">X</td> <td data-bbox="675 1753 1377 1814">This student was not on an IEP at any point during the reporting period.</td> </tr> </tbody> </table> <p>(See FAQs #7 and #8.)</p>	<u>Code</u>	<u>Description</u>	Y	Yes – this student had an IEP in place in Alaska on July 1, 2015. Include any student who was being served under IDEA Part B last year, who returned this year and is still being served by special education. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2015.	N	No – although this student was on an IEP at some point during the reporting period (July 1, 2015 to June 30, 2016), it was not in place on July 1, 2015 in Alaska . In other words, this student either arrived in Alaska after July 1, 2015 or did not receive an IEP designation until after July 1, 2015.	X	This student was not on an IEP at any point during the reporting period.																						
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X	This student was not on an IEP at any point during the reporting period.																															
REQUIRED	16	<p>Transfer to General Education</p> <p>This code is used to identify students with an IEP who transfer to general education at some point during the reporting period.</p>																														

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X	This student is not a special education student.									
CONDITIONAL	17	<p>Transfer to General Education Date Used only if Transfer to General Education = Y</p> <p>This is the date that the student with an IEP transferred to general education during the reporting period (July 1, 2015 to June 30, 2016).</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p> <p>Note: An entry here requires that a Disability code 2-14 be present.</p>								
CONDITIONAL	18	<p>Entry Date This indicates the initial date of attendance on which a student enrolled in school and began to receive instructional services during the current school year. For students who enter at the beginning of the school year, list the first official day of student attendance.</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 <u>for each specific occurrence</u> (see <i>FAQs #45 and #47 for more information on multiple entry/exits and/or concurrent enrollments</i>). Leave blank for Prior Summer Graduates (<i>FAQ #14</i>), Summer Dropouts (<i>FAQ #26</i>), Summer Transfers (<i>FAQ #50</i>), 2014-2015 or 2015-2016 Certificate of Achievement recipients who took a CCRA and were subsequently issued a diploma (FAQ #18), and 2015-2016 Certificate of Achievement recipients who did not take a CCRA and received a diploma on June 30, 2016 (FAQs #19 and 20).</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p>								
REQUIRED	19	<p>Entry Type This is the process by which a student enters a school during the current school year. For the purposes of this data collection, every school entry by the student during the current school year must be included (see <i>FAQs #45 through #54 for comprehensive entry/exit guidance</i>).</p>								

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		<p>A leading zero for Codes 0 - 9 is not required but is acceptable. Do not report a new entry for a student who is promoted or demoted in grade mid-year, including for an early graduate (FAQ #17), unless the student entered a different school within the district.</p> <table border="0"> <thead> <tr> <th data-bbox="526 373 597 401"><u>Code</u></th> <th data-bbox="667 373 808 401"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 407 542 434">0</td> <td data-bbox="667 407 1487 506">Non-enrolled student: Summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate. (See FAQs #14, #15, #18, #19, #27, & #30)</td> </tr> <tr> <td data-bbox="526 512 542 539">1</td> <td data-bbox="667 512 1386 539">Transfer from a public school in the same school district</td> </tr> <tr> <td data-bbox="526 546 542 573">2</td> <td data-bbox="667 546 1479 602">Transfer from a public school in a different school district within Alaska</td> </tr> <tr> <td data-bbox="526 609 542 636">3</td> <td data-bbox="667 609 1419 636">Transfer from a public school in a different state or country</td> </tr> <tr> <td data-bbox="526 642 542 669">4</td> <td data-bbox="667 642 1365 669">Transfer from home schooling (non-district sponsored)</td> </tr> <tr> <td data-bbox="526 676 542 703">5</td> <td data-bbox="667 676 1052 703">Transfer from a private school</td> </tr> <tr> <td data-bbox="526 709 542 737">6</td> <td data-bbox="667 709 1403 737">Transfer from an institution (with an educational program)</td> </tr> <tr> <td data-bbox="526 743 542 770">7</td> <td data-bbox="667 743 1458 800">Re-Entry after a voluntary withdrawal from same school (e.g., prolonged illness, temporary disability, or dropping out)</td> </tr> <tr> <td data-bbox="526 806 542 833">8</td> <td data-bbox="667 806 1495 863">Re-Entry after an involuntary withdrawal from same school (e.g., expulsion)</td> </tr> <tr> <td data-bbox="526 869 542 896">9</td> <td data-bbox="667 869 1490 968">Initial Entry for school year (student is new to the school – this includes students such as former elementary students who are now in a physically different middle/high school for the first time)</td> </tr> <tr> <td data-bbox="526 974 558 1001">10</td> <td data-bbox="667 974 1474 1031">Returning Student (was enrolled at the same school at the end of the preceding school year)</td> </tr> <tr> <td data-bbox="526 1037 558 1064">11</td> <td data-bbox="667 1037 1382 1064">Transfer from a credit recovery program (see FAQ #52)</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	0	Non-enrolled student: Summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate. (See FAQs #14, #15, #18, #19, #27, & #30)	1	Transfer from a public school in the same school district	2	Transfer from a public school in a different school district within Alaska	3	Transfer from a public school in a different state or country	4	Transfer from home schooling (non-district sponsored)	5	Transfer from a private school	6	Transfer from an institution (with an educational program)	7	Re-Entry after a voluntary withdrawal from same school (e.g., prolonged illness, temporary disability, or dropping out)	8	Re-Entry after an involuntary withdrawal from same school (e.g., expulsion)	9	Initial Entry for school year (student is new to the school – this includes students such as former elementary students who are now in a physically different middle/high school for the first time)	10	Returning Student (was enrolled at the same school at the end of the preceding school year)	11	Transfer from a credit recovery program (see FAQ #52)
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CONDITIONAL	20	<p>Exit/Withdrawal Date This indicates the final date of attendance before the student officially exits school. If the student entered and exited school multiple times during the school year, a separate record should be created for each occurrence. When a student enters and withdraws from the same school more than once in a school year, the exit date must reflect the final date of attendance <u>for each specific occurrence</u> (see FAQs #45 and #47 for more information on multiple entry/exits and/or concurrent enrollments). Early graduation is not considered a new enrollment occurrence (see FAQ #17).</p> <p>For those students who are expected to continue in school the following school year, use the official last day of school. For students who left school before the end of the school year, use the date on which it became known officially that student left school. Leave blank for Summer Dropouts (see FAQ #27). For prior summer graduates, previously exited graduates, and Interstate Compact graduates enter the date the diploma was issued (see FAQs #14 and #15).</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p>																										
REQUIRED	21	<p>Exit/Withdrawal Type This is used to indicate the circumstances under which the student exited from membership in a school at the end of the school year or earlier. A leading zero for Codes 1 - 8 is not required but is acceptable.</p> <p>Do not report a separate exit event for a student who is promoted or demoted in grade mid-year unless the student has entered a different school within the</p>																										

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		<p>district. This applies to early graduates as well. Districts are <u>strongly discouraged</u> from creating a separate exit event for the sole purpose of listing an early graduate as a grade 12 student (see FAQ #17).</p> <p>Note(s): Students receiving a diploma should be counted only once in the July 1- June 30 window; Exit Code 17 is used to identify a graduate's non-primary school (see FAQs #45 through #54 for comprehensive entry/exit guidance).</p> <table border="0"> <thead> <tr> <th data-bbox="526 474 597 506"><u>Code</u></th> <th data-bbox="667 474 813 506"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 506 548 537">0</td> <td data-bbox="667 506 1084 537">Summer dropout (see FAQ #27)</td> </tr> <tr> <td data-bbox="526 537 548 569">1</td> <td data-bbox="667 537 1360 569">Transfer to a public school in the same school district.</td> </tr> <tr> <td data-bbox="526 569 548 600">2</td> <td data-bbox="667 569 1446 636">Transfer to a public school in a different school district within Alaska</td> </tr> <tr> <td data-bbox="526 636 548 667">3</td> <td data-bbox="667 636 1393 667">Transfer to a public school in a different state or country.</td> </tr> <tr> <td data-bbox="526 667 548 699">5</td> <td data-bbox="667 667 1024 699">Transfer to a private school.</td> </tr> <tr> <td data-bbox="526 699 548 766">6</td> <td data-bbox="667 699 1414 766">Transfer to an institution (with a diploma-track educational program).</td> </tr> <tr> <td data-bbox="526 766 548 798">7</td> <td data-bbox="667 766 1073 798">Graduated with regular diploma</td> </tr> <tr> <td data-bbox="526 798 548 905">8</td> <td data-bbox="667 798 1503 905">Graduated with regular diploma <i>under a waiver</i>. Students graduating under a waiver must qualify under 4 AAC 06.721-724 District must have written proof of acceptance under the waiver.</td> </tr> <tr> <td data-bbox="526 905 565 936">10</td> <td data-bbox="667 905 743 936">Death</td> </tr> <tr> <td data-bbox="526 936 565 968">11</td> <td data-bbox="667 936 1490 1178">Student reached maximum age for services and did not receive a diploma or 12th grade certificate of achievement. A general education student is of school age until reaching the age of 20 (AS 14.03.070). A student with a disability may receive services until reaching the age of 22 (AS 14.30.180). This code may only be used when a student will be statutorily ineligible for services in the 2015-2016 school year. (See FAQ #10).</td> </tr> <tr> <td data-bbox="526 1178 565 1209">12</td> <td data-bbox="667 1178 1490 1440">DROPPED OUT (Discontinued Schooling); Reasons include: pursuing GED, entering military, employment, family problems, pregnancy, alcohol/drug dependency, failing, truancy, administrative drop, expulsion due to behavior, illness, transfer to non-district sponsored home schooling, or left for unknown reasons without a formal request for transfer of records, including kindergarteners who discontinue. (see FAQ #26)</td> </tr> <tr> <td data-bbox="526 1440 565 1472">13</td> <td data-bbox="667 1440 1430 1507">Ended year as a 12th grader and is expected to return next school year as a 12th grader.</td> </tr> <tr> <td data-bbox="526 1507 565 1539">14</td> <td data-bbox="667 1507 1490 1575">Ended year as a PK-11th grader and is expected to continue on the next school year (a regular returning student).</td> </tr> <tr> <td data-bbox="526 1575 565 1606">15</td> <td data-bbox="667 1575 1490 1642">Prior summer graduate enrolled in 2014-2015, received diploma during July or August 2015 (see FAQ # 14).</td> </tr> <tr> <td data-bbox="526 1642 565 1673">17</td> <td data-bbox="667 1642 1490 1808">Not the primary school of record. (This code is to be used only when there are multiple records for a student that is graduating. This code will discern which school or schools will not be credited with the graduation for cohort purposes. See FAQ #11.)</td> </tr> <tr> <td data-bbox="526 1808 565 1839">18</td> <td data-bbox="667 1808 1490 1974">Student receiving Special Education services who received a Certificate of Achievement or a Certificate of Attendance in a previous year and returned to school for only <u>Special Education transition services</u> this year. To use this code, the student must have a disability code 2-14 and must have received a Certificate</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	0	Summer dropout (see FAQ #27)	1	Transfer to a public school in the same school district.	2	Transfer to a public school in a different school district within Alaska	3	Transfer to a public school in a different state or country.	5	Transfer to a private school.	6	Transfer to an institution (with a diploma-track educational program).	7	Graduated with regular diploma	8	Graduated with regular diploma <i>under a waiver</i> . 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(see FAQ #26)	13	Ended year as a 12th grader and is expected to return next school year as a 12th grader.	14	Ended year as a PK-11th grader and is expected to continue on the next school year (a regular returning student).	15	Prior summer graduate enrolled in 2014-2015, received diploma during July or August 2015 (see FAQ # 14).	17	Not the primary school of record. (This code is to be used only when there are multiple records for a student that is graduating. This code will discern which school or schools will not be credited with the graduation for cohort purposes. See FAQ #11.)	18	Student receiving Special Education services who received a Certificate of Achievement or a Certificate of Attendance in a previous year and returned to school for only <u>Special Education transition services</u> this year. To use this code, the student must have a disability code 2-14 and must have received a Certificate
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		<p>of Achievement or a Certificate of Attendance in a previous school year.</p> <p>19 Earned a Certificate of Achievement (a certificate earned by a student who has met all local graduation requirements but does not take the College and Career Ready Assessment and is therefore ineligible for a diploma)</p> <p>20 Earned a Certificate of Attendance (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)</p> <p>21 Earned a Certificate of Completion (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 the IEP goals)</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 (see FAQ #18).</p> <p>98 2015-2016 Certificate of Achievement recipient who was subsequently issued a diploma by the same school during the one-day sunset of the College and Career Ready Assessment requirement (see FAQs #18, #19, and #20).</p>						
REQUIRED	22	<p>Enrollment – Last Day of School</p> <p>This identifies if the student was enrolled on the last day of the school year for this student’s row/record. A Y(es) entry will be questioned if the student has been previously exited from the school and not re-entered.</p> <table border="0"> <thead> <tr> <th data-bbox="524 1182 602 1213"><u>Code</u></th> <th data-bbox="662 1182 813 1213"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="524 1213 602 1276">Y</td> <td data-bbox="662 1213 1479 1276">Yes - this student was enrolled the last day of school for this student row/record.</td> </tr> <tr> <td data-bbox="524 1276 602 1350">N</td> <td data-bbox="662 1276 1479 1350">No - this student was not enrolled the last day of school for this student row/record.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes - this student was enrolled the last day of school for this student row/record.	N	No - this student was not enrolled the last day of school for this student row/record.
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N	No - this student was not enrolled the last day of school for this student row/record.							
REQUIRED	23	<p>LEP Status</p> <p>Indicate whether or not the student has been identified as a Limited English Proficient (LEP) student. Student with codes of L1, LP or LT will be considered “LEP = Yes” students for the reported school year. Students with a code of LT are exited from LEP status at the end of the school year and will be in monitoring status at the beginning of the next school year.</p> <p>Students with codes of M1 or M2 are <i>former</i> LEP students in monitoring status and will have their scores included in the LEP subgroup only for accountability purposes. Students with a code of X are not considered LEP students.</p> <p>Use Element 25, ELP Not Assessed Reason, to describe the situation for any identified LEP student who was not administered the required annual ELP Assessment.</p>						

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>														
		<p>If a former LEP student 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 LEP.</p> <p>Also enter any comments in the Notes field to explain any other special circumstances relating to the LEP status of a student. <i>(Please see Appendix C for LEP definition; see FAQs #40 through #44 for more clarification.)</i></p> <table border="0"> <thead> <tr> <th data-bbox="526 443 597 470"><u>Code</u></th> <th data-bbox="667 443 813 470"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 478 558 506">L1</td> <td data-bbox="667 478 1490 604">First year of identification as an LEP student. Student meets definition of LEP and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.</td> </tr> <tr> <td data-bbox="526 613 558 640">LP</td> <td data-bbox="667 613 1490 739">Student is a continuing LEP student that has been identified as LEP in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.</td> </tr> <tr> <td data-bbox="526 747 574 774">LT*</td> <td data-bbox="667 747 1490 842">LEP student who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.</td> </tr> <tr> <td data-bbox="526 850 558 877">M1</td> <td data-bbox="667 850 1490 945">First year of monitoring for a former LEP student. The student should have had a code of LT at the end of previous school year in the Summer OASIS data submission.</td> </tr> <tr> <td data-bbox="526 953 558 980">M2</td> <td data-bbox="667 953 1490 1050">Second year of monitoring for a former LEP student. Student should have had a code of M1 at the end of previous school year in the Summer OASIS data submission.</td> </tr> <tr> <td data-bbox="526 1058 542 1085">X</td> <td data-bbox="667 1058 1490 1113">Not identified as an LEP student (includes former LEP students who have completed two years in monitoring status).</td> </tr> </tbody> </table> <p>* Note: Districts must use the ELP data results to determine which students have met the exit criteria before submitting Summer OASIS. To meet the exit criteria and be marked as LT, the LEP student must obtain a composite score of 5.0 or higher on Tier B or Tier C of the ACCESS for ELLs <i>and</i> a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. There is no tier designation for kindergarten students.</p>	<u>Code</u>	<u>Description</u>	L1	First year of identification as an LEP student. Student meets definition of LEP and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.	LP	Student is a continuing LEP student that has been identified as LEP in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.	LT*	LEP student who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.	M1	First year of monitoring for a former LEP student. The student should have had a code of LT at the end of previous school year in the Summer OASIS data submission.	M2	Second year of monitoring for a former LEP student. Student should have had a code of M1 at the end of previous school year in the Summer OASIS data submission.	X	Not identified as an LEP student (includes former LEP students who have completed two years in monitoring status).
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LP	Student is a continuing LEP student that has been identified as LEP in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.															
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REQUIRED	24	<p>LEP Language Type</p> <p>Designate the native language of an LEP student. Native language may also be called the primary, first, or home language of a student whose native language is not English or whose language of influence is not English.</p> <p>Note(s): If the student speaks an unlisted language, use code 30 and enter the language type in the notes field. <i>If a student's native language is English, please enter the language of influence instead. Note that languages are different than ethnicities; for instance, "Hispanic" is not a valid language selection.</i> If the student is not an LEP student use code 99.</p> <table border="0"> <thead> <tr> <th data-bbox="526 1818 597 1845"><u>Code</u></th> <th data-bbox="667 1818 813 1845"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1854 558 1881">31</td> <td data-bbox="667 1854 781 1881">Albanian</td> </tr> <tr> <td data-bbox="526 1890 542 1917">2</td> <td data-bbox="667 1890 1295 1917">Aleut (includes Alutiiq, Sugcestun, and Unangan)</td> </tr> <tr> <td data-bbox="526 1925 542 1953">4</td> <td data-bbox="667 1925 748 1953">Arabic</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	31	Albanian	2	Aleut (includes Alutiiq, Sugcestun, and Unangan)	4	Arabic						
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<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>				
		5 Athabascan (includes all dialects: 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 Navajo and other languages) 45 Nilo-Saharan (includes Nuer) 42 Palauan 43 Polish 44 Portuguese 22 Russian 24 Samoan 47 Somali 25 Spanish 36 Thai 27 Tlingit 37 Tongan 28 Tsimshian 38 Ukrainian 46 Urdu 29 Vietnamese 6 Yup'ik (includes all dialects: Central Yup'ik, Cup'ik, and Siberian Yup'ik) 30 Other (place the Language Type in the Notes field) 99 Not an LEP student				
CONDITIONAL	25	<p>ELP Not Assessed Reason</p> <p>This is used to report the reason that an identified LEP student (with an LEP status of L1 or LP) did not attempt the required annual ELP assessment during the test window of February 1, 2016 – March 31, 2016. The LEP student must take either the ACCESS for ELLs or the Alternate ACCESS for ELLs (administered to qualifying LEP students with intensive needs).</p> <p>Note: The following codes are intended to represent situations that occurred in order to document the reason a student was not administered the required annual ELP assessment.</p> <p><i>Entering a value in this field <u>does not</u> absolve a district of the responsibility to test an LEP student.</i></p> <table border="0"> <thead> <tr> <th data-bbox="526 1850 602 1881"><u>Code</u></th> <th data-bbox="678 1850 824 1881"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1881 537 1913">1</td> <td data-bbox="678 1881 1455 1974">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</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	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
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<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>
		<p>2 Exited or entered district during the test window and missed the dates that the tests were given in the district</p> <p>3 Absent during the test period and during periods of opportunity for makeup tests</p> <p>4 Parent &/or student refusal to participate</p> <p>5 District did not receive LEP identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as LEP</p> <p>6 Student was misidentified or miscoded as LEP student, <i>and the district has conferred with the department about the cause(s) of the misidentification</i></p> <p>7 District oversight</p> <p>8 Student enrollment occurred on or after March 1, 2016 and initial LEP identification occurred after March 1, 2016</p>
CONDITIONAL	26	<p>Aggregate Days Attendance (AgDA) This 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> <p><i>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)</i></p> <p>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.</p> <p>Note(s): AgDAs that are greater than the official district/school calendar days will be questioned, unless the school is a correspondence school, alternative school, or youth facility.</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, as stated in 4 AAC 06.895.</p> <p>Partial day attendance is allowed, as defined by 4 AAC 06.895.</p> <p>Please report to the hundredth decimal point (999.99) (<i>see FAQs #2 through #5 for comprehensive attendance and membership reporting instruction</i>).</p>
CONDITIONAL	27	<p>Aggregate Days Membership (AgDM) This is used to indicate the total number of days that the student was enrolled (meaning days present and absent).</p> <p>Note(s): AgDMs that are greater than the official district/school calendar days will be questioned, unless the school is a correspondence school, alternative school, or youth facility. Do not include Inservice Days, Teacher Work Days, Holidays, Vacation Days, and Parent Teacher Days that do not meet the state minimum requirement, as stated in 4 AAC 06.895.</p>

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
		Please report to the hundredth decimal point (999.99) (see FAQs #2 through #5 for comprehensive attendance and membership reporting instruction).						
REQUIRED	28	<p>Economically Disadvantaged (Low-Income) This identifies students that are eligible during any portion of the reporting period for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, as defined in 4 AAC 06.899(5). (Please see Appendix B for Guidance on Determining Economically Disadvantaged Status)</p> <table border="0"> <tr> <td><u>Code</u></td> <td><u>Description</u></td> </tr> <tr> <td>Y</td> <td>Yes, this student is economically disadvantaged (low-income)</td> </tr> <tr> <td>N</td> <td>No, this student is not economically disadvantaged (low-income)</td> </tr> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student is economically disadvantaged (low-income)	N	No, this student is not economically disadvantaged (low-income)
<u>Code</u>	<u>Description</u>							
Y	Yes, this student is economically disadvantaged (low-income)							
N	No, this student is not economically disadvantaged (low-income)							
REQUIRED	29	<p>Migrant (Title IC) This indicates whether or not the student has been certified as an eligible migrant student through the migrant student identification and recruitment process during any portion of the reporting period. Include all eligible migrant students whether or not the students received services from the migrant program. (Please see Appendix J for a definition of migrant student).</p> <table border="0"> <tr> <td><u>Code</u></td> <td><u>Description</u></td> </tr> <tr> <td>Y</td> <td>Yes, this student is certified as an eligible migrant student</td> </tr> <tr> <td>N</td> <td>No, this student is not certified as an eligible migrant student</td> </tr> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student is certified as an eligible migrant student	N	No, this student is not certified as an eligible migrant student
<u>Code</u>	<u>Description</u>							
Y	Yes, this student is certified as an eligible migrant student							
N	No, this student is not certified as an eligible migrant student							
REQUIRED	30	<p>Title IA Student (Targeted Assistance – not Schoolwide) This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N). If a student is reported as receiving Title IA Targeted Assistance Services, the student must receive services in at least one area.</p> <table border="0"> <tr> <td><u>Code</u></td> <td><u>Description</u></td> </tr> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.</td> </tr> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.							
CONDITIONAL	31	<p>Title IA Targeted Assistance Services – Mathematics This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in mathematics.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table border="0"> <tr> <td><u>Code</u></td> <td><u>Description</u></td> </tr> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.</td> </tr> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.		
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.							

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
		<p>N No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in mathematics.</p>						
CONDITIONAL	32	<p>Title IA Targeted Assistance Services – Reading/Language Arts This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in reading/language arts.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 575 1500 842"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.							
CONDITIONAL	33	<p>Title IA Targeted Assistance Services – Science This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in science.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 1146 1500 1377"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.							
CONDITIONAL	34	<p>Title IA Targeted Assistance Services – Social Studies This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in social studies.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 1717 1500 1948"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.							

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
CONDITIONAL	35	<p>Title IA Targeted Assistance Services – Vocational/Career This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in vocational/career.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 436 1503 674"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.							
CONDITIONAL	36	<p>Title IA Targeted Assistance Services – Other Instructional Services This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive other instructional services.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 1010 1503 1276"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in other instructional services.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in other instructional services.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in other instructional services.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in other instructional services.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in other instructional services.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in other instructional services.							
CONDITIONAL	37	<p>Title IA Targeted Assistance Services – Health, Dental, Eye Care This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive support services in health, dental, or eye care.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 1650 1503 1917"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in health, dental or eye care.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in health, dental or eye care.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in health, dental or eye care.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in health, dental or eye care.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in health, dental or eye care.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in health, dental or eye care.							
CONDITIONAL	38	<p>Title IA Targeted Assistance Services – Supporting Guidance/Advocacy</p>						

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
		<p>This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive support services in supporting guidance/advocacy.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 407 1500 674"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in supporting guidance/advocacy.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in supporting guidance/advocacy.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in supporting guidance/advocacy.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in supporting guidance/advocacy.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in supporting guidance/advocacy.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in supporting guidance/advocacy.							
CONDITIONAL	39	<p>Title IA Targeted Assistance Services – Other Support Services This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive other support services.</p> <p>Note: Do not include students in Schoolwide Title 1 schools (code those students as N).</p> <table data-bbox="521 1010 1500 1245"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.</td> </tr> <tr> <td>N</td> <td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.							
REQUIRED	40	<p>Immigrant Student This identifies students who are identified as immigrants at any time during the school year 2015-2016.</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)] An immigrant student may or may not be identified as a limited English proficient (LEP) student.</p> <table data-bbox="521 1682 1479 1850"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student was identified as an immigrant student at some time during the school year 2015-2016.</td> </tr> <tr> <td>N</td> <td>No, this student was not identified as an immigrant student at any time during the school year 2015-2016.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was identified as an immigrant student at some time during the school year 2015-2016.	N	No, this student was not identified as an immigrant student at any time during the school year 2015-2016.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student was identified as an immigrant student at some time during the school year 2015-2016.							
N	No, this student was not identified as an immigrant student at any time during the school year 2015-2016.							
CONDITIONAL	41	<p>Immigrant Student - First U.S. School Entry Date If the student was identified as an immigrant, enter the date of first known entry into a United States school.</p>						

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>										
		<p>Note: If student records indicate the student was enrolled in a school in another state (including the District of Columbia or Puerto Rico), or another district in Alaska, enter the month and year if known. If not, enter the first date of entry into a school in the current district.</p> <p>Format: MM/YY or MM/YYYY</p>										
REQUIRED	42	<p>Active Duty Parent/Guardian This identifies whether the student had 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 <i>at some time during the 2015-2016 school year (see FAQs #63, #64, and #65).</i></p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student has a parent/guardian who was on active duty at some time between July 1, 2015 and June 30, 2016.</td> </tr> <tr> <td>N</td> <td>No, this student did not have a parent/guardian on active duty at some time between July 1, 2015 and June 30, 2016.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student has a parent/guardian who was on active duty at some time between July 1, 2015 and June 30, 2016.	N	No, this student did not have a parent/guardian on active duty at some time between July 1, 2015 and June 30, 2016.				
<u>Code</u>	<u>Description</u>											
Y	Yes, this student has a parent/guardian who was on active duty at some time between July 1, 2015 and June 30, 2016.											
N	No, this student did not have a parent/guardian on active duty at some time between July 1, 2015 and June 30, 2016.											
REQUIRED	43	<p>Homeless Student (grades PK-12) This identifies whether this student enrolled in a public school and identified as a homeless child or youth at any time during the regular school year 2015-2016. <i>(See Homeless Definition, Appendix E)</i></p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this student was identified as a homeless child or youth at some time during the regular school year 2015-2016.</td> </tr> <tr> <td>N</td> <td>No, this student was not identified as a homeless child or youth at any time during the regular school year 2015-2016.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was identified as a homeless child or youth at some time during the regular school year 2015-2016.	N	No, this student was not identified as a homeless child or youth at any time during the regular school year 2015-2016.				
<u>Code</u>	<u>Description</u>											
Y	Yes, this student was identified as a homeless child or youth at some time during the regular school year 2015-2016.											
N	No, this student was not identified as a homeless child or youth at any time during the regular school year 2015-2016.											
CONDITIONAL	44	<p>Unaccompanied Homeless Youth Unaccompanied homeless youth are young people not in the physical custody of a parent or guardian.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, this homeless student was an unaccompanied youth.</td> </tr> <tr> <td>N</td> <td>No, this homeless student was not an unaccompanied youth.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this homeless student was an unaccompanied youth.	N	No, this homeless student was not an unaccompanied youth.				
<u>Code</u>	<u>Description</u>											
Y	Yes, this homeless student was an unaccompanied youth.											
N	No, this homeless student was not an unaccompanied youth.											
CONDITIONAL	45	<p>Homeless Student – Primary Nighttime Residence This identifies the student’s primary nighttime residence at the time of initial identification of homelessness. <i>(See Homeless Definition, Appendix E)</i></p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Shelters, transitional housing, awaiting foster care</td> </tr> <tr> <td>2</td> <td>Doubled-up (e.g., living with another family, couch surfing, etc.)</td> </tr> <tr> <td>3</td> <td>Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing)</td> </tr> <tr> <td>4</td> <td>Hotels/Motels</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	1	Shelters, transitional housing, awaiting foster care	2	Doubled-up (e.g., living with another family, couch surfing, etc.)	3	Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing)	4	Hotels/Motels
<u>Code</u>	<u>Description</u>											
1	Shelters, transitional housing, awaiting foster care											
2	Doubled-up (e.g., living with another family, couch surfing, etc.)											
3	Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing)											
4	Hotels/Motels											
CONDITIONAL	46	Target Cohort Graduation Year (All High School Students)										

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>																				
		<p>This identifies the student's Target Cohort Graduation Year.</p> <p>The target year is determined by identifying when a student enters grade 9 for the first time then calculating the expected graduation date based on a normal four-year progression (<i>i.e.</i>, if a student enters grade 9 for the first time during the 2015-2016 school year, the Target Cohort Graduation Year is 2019).</p> <table data-bbox="524 443 1198 772"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>First time grade 9 student in 2015-2016</td> </tr> <tr> <td>2018</td> <td>First time grade 9 student in 2014-2015</td> </tr> <tr> <td>2017</td> <td>First time grade 9 student in 2013-2014</td> </tr> <tr> <td>2016</td> <td>First time grade 9 student in 2012-2013</td> </tr> <tr> <td>2015</td> <td>First time grade 9 student in 2011-2012</td> </tr> <tr> <td>2014</td> <td>First time grade 9 student in 2010-2011</td> </tr> <tr> <td>2013</td> <td>First time grade 9 student in 2009-2010</td> </tr> <tr> <td>2012</td> <td>First time grade 9 student in 2008-2009</td> </tr> <tr> <td>2011</td> <td>First time grade 9 student in 2007-2008</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	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	2013	First time grade 9 student in 2009-2010	2012	First time grade 9 student in 2008-2009	2011	First time grade 9 student in 2007-2008
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2012	First time grade 9 student in 2008-2009																					
2011	First time grade 9 student in 2007-2008																					
CONDITIONAL	47	<p>Collegiate Performance Scholarship Eligibility (Graduates Only)</p> <p>This identifies if a student is eligible for the Alaska Performance Scholarship (see Appendix I for the scholarship checklist and detailed information on the scholarship program) at the collegiate level.</p> <p>Districts will review scholarship decision making criteria (GPA, course work, ACT or SAT scores) for each student to determine eligibility and award level. All graduates with exit codes 7, 8, 15, 22, or 98 must have one of the following codes.</p> <table data-bbox="524 1213 1211 1381"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Not eligible for an award</td> </tr> <tr> <td>1</td> <td>First Award Level (up to \$4,755/year)</td> </tr> <tr> <td>2</td> <td>Second Award Level (up to \$3,566/year)</td> </tr> <tr> <td>3</td> <td>Third Award Level (up to \$2,378/year)</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	0	Not eligible for an award	1	First Award Level (up to \$4,755/year)	2	Second Award Level (up to \$3,566/year)	3	Third Award Level (up to \$2,378/year)										
<u>Code</u>	<u>Description</u>																					
0	Not eligible for an award																					
1	First Award Level (up to \$4,755/year)																					
2	Second Award Level (up to \$3,566/year)																					
3	Third Award Level (up to \$2,378/year)																					
CONDITIONAL	48	<p>Career/Technical Performance Scholarship Eligibility (Graduates Only)</p> <p>This identifies if a student is eligible for the Alaska Performance Scholarship (see Appendix I for the checklist and detailed information on the scholarship program) at the collegiate level.</p> <p>Districts will review scholarship decision making criteria (GPA, course work, WorkKeys scores) for each student to determine eligibility and award level. All graduates with exit codes 7, 8, 15, 22 or 98 must have one of the following codes.</p> <table data-bbox="524 1751 1211 1919"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Not eligible for an award</td> </tr> <tr> <td>1</td> <td>First Award Level (up to \$4,755/year)</td> </tr> <tr> <td>2</td> <td>Second Award Level (up to \$3,566/year)</td> </tr> <tr> <td>3</td> <td>Third Award Level (up to \$2,378/year)</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	0	Not eligible for an award	1	First Award Level (up to \$4,755/year)	2	Second Award Level (up to \$3,566/year)	3	Third Award Level (up to \$2,378/year)										
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3	Third Award Level (up to \$2,378/year)																					

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>								
CONDITIONAL	49	<p>Academic Option (Alaska Performance Scholarship Eligible Students Only) This identifies whether an Alaska Performance Scholarship eligible student is qualified for scholarship funding through the Math and Science academic track, the Social Studies and Language academic track, or both.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Math and Science</td> </tr> <tr> <td>2</td> <td>Social Studies and Language</td> </tr> <tr> <td>3</td> <td>Both</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	1	Math and Science	2	Social Studies and Language	3	Both
<u>Code</u>	<u>Description</u>									
1	Math and Science									
2	Social Studies and Language									
3	Both									
CONDITIONAL	50	<p>Grade Point Average (Alaska Performance Scholarship Eligible Students Only) This identifies the student's grade point average, rounded to the nearest one hundredth of a point (e.g., "3.25"), as used to determine eligibility for the Alaska Performance Scholarship.</p>								
OPTIONAL	51	<p>Notes Districts may use this optional field to make notes about data entered in the record. Please use this field to explain unusual situations and for Other Language Types as directed in element 24.</p> <p>This field may not be used as a substitute for entering required data in prior fields.</p>								

Appendix A: Race/Ethnicity Descriptions

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

4AAC 06.830. Subgroups
 4AAC 06.899. Definitions

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

Race/Ethnicity Codes - EED Guidance

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

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

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

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

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

Appendix B: Guidance on 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.

Collection and Use of Income Data for Economically Disadvantaged Status for Title I and School Accountability – EED Guidance

1. 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 2015-2016 that multiplier is 1.6.

2. 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 are posted on the EED website at <https://education.alaska.gov/ESEA/TitleI-A/>. 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.)

3. 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.

4. 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.

5. Are migrant students considered economically disadvantaged?

Migrant students are categorically eligible for free lunch. *Only the migrant eligible students in the family qualify for free lunch; siblings that are not migrant eligible do not qualify.* Migrant students are eligible for free lunch and thus may be automatically considered as economically disadvantaged students for each school year in which they are migrant eligible students. For questions about identification of migrant students, contact EED’s Migrant Education Program Manager, Nicole Endsley, at 465-6549 or nicole.endsley@alaska.gov.

6. Are homeless students considered economically disadvantaged?

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

7. 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 “Chapter 5, Confidentiality and Disclosure” on page 80 of the *Eligibility Manual for School Meals* posted on the EED website at <http://education.alaska.gov/tls/cnp/NSLP.html>.)

8. Which district staff need this information?

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

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

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

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

Contact the EED Title I Program Manager for your district or contact Brad Billings, ESEA & School Support Administrator at 465-8720 or brad.billings@alaska.gov.

Appendix C: Limited English Proficient (LEP) Student

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

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

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

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

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

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

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

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

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

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

Effective 2/18/2008:

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

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

(1) composite score of 5.0 or higher; and

(2) score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am 7/13/2012, Register 203; am 10/16/2013, Register 208)

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

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

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

Appendix 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.

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).

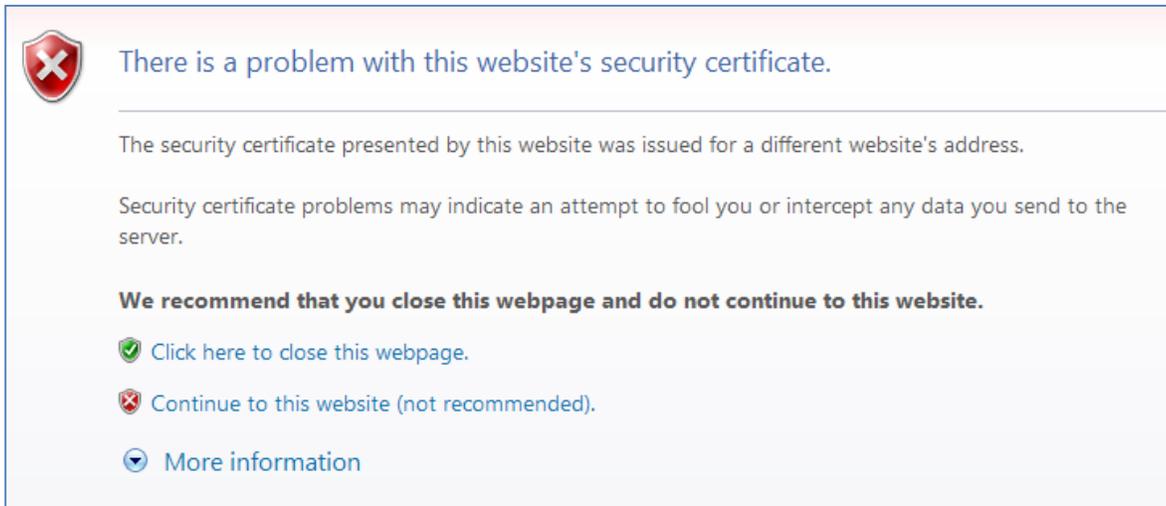
Appendix F: State Report Manager (SRM) System Submission Process

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

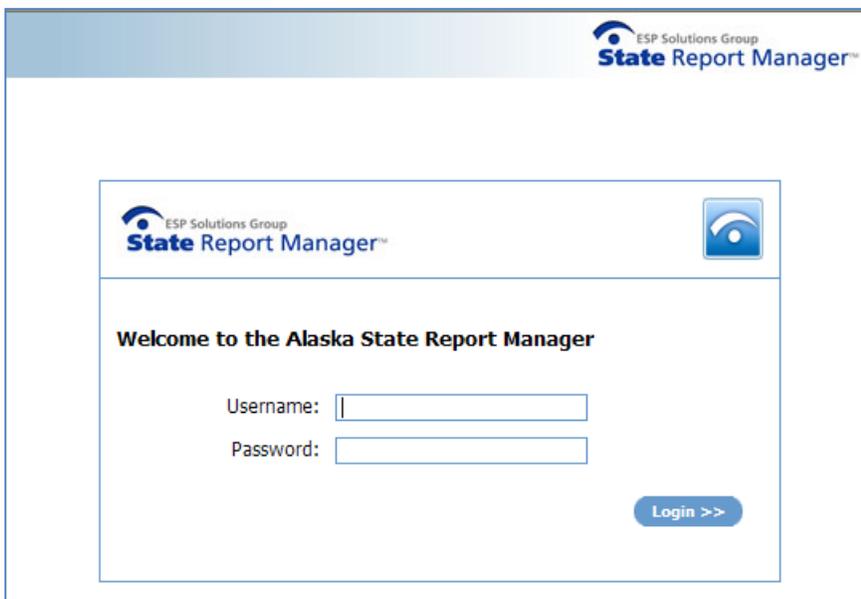
Notes:

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

2. Using your Internet browser, navigate to <https://srm.eed.state.ak.us/srm>. If you get the below security message, click on “Continue to this website” and contact Brian Laurent at brian.laurent@alaska.gov.



3. Type in your login information.



4. Click on “Run a Trial” link, next to the report name you would like to submit.

Note: Trial Name link will have a different name if a file has already been submitted.

Welcome to the Alaska Department of Education & Early Development State Report Manager
SRM has identified the following state reports. Please select a state report by clicking on a Trial Name below:

Current State Reports

Name	Collection Start Date	Due Date	Trial Name	Trial Date	Submission Status
Spring OASIS Collection 2010			Run a Trial		
Summer OASIS Collection 2010			Run a Trial		

5. Click on “Browse...” to upload your file.

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

Please select how we will receive your data:

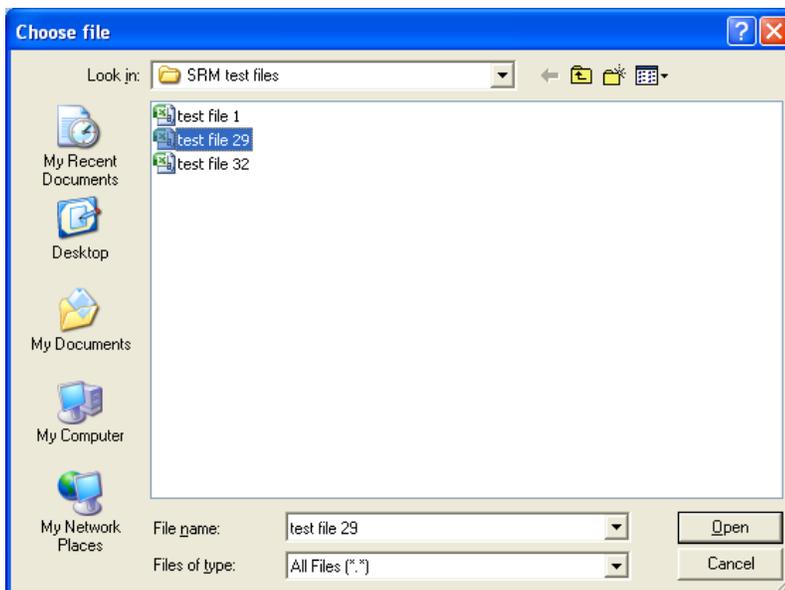
SIF -- Transfer trial data from your district using SIF synchronization.

Upload -- Upload text files.

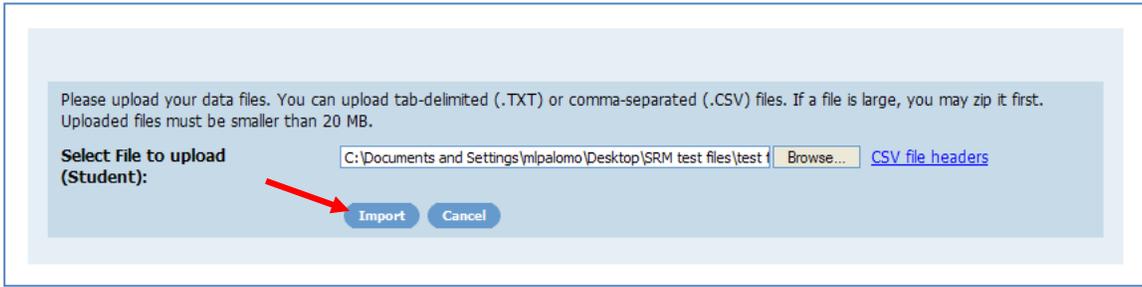
Please upload your data files. You can upload tab-delimited (.TXT) or comma-separated (.CSV) files. If a file is large, you may zip it first. Uploaded files must be smaller than 20 MB.

Select File to upload (Student): [Browse...](#) [CSV file headers](#)

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



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



The selected file is now uploading.



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

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



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

Records	Violations	Reports
Students 19	Errors R74952 - Mismatch between ExitType and Grade Level 1 Error Warnings R74501 - Open school does not have any students 3 Warnings R74502 - Grade served by school does not have any students 68 Warnings R74703 - Unexpected student age for grade level 3 Warnings	Violations Summary (MS Excel) Graduates (MS Excel) Dropouts (MS Excel)

Download Append/Replace

Note:

- Graduates (MS Excel) link will give you a total count and list of students who you reported as graduated with a regular diploma (Exit Code 7), graduated with a regular diploma under a waiver (Exit Code 8), or a summer graduate receiving a diploma in July or August (Exit Code 15).
- Dropouts (MS Excel) link will give you a total count and list of students who you reported as having dropped out or discontinued schooling (Exit Code 12).

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

Home > District 3 > Summer OASIS Collection 2010 (Test)

New Trial

Latest Trial
Generated: 04-14-2010 11:55am

Save Download Revalidate Send to State Delete

Errors (1) Warnings (74) Records (19) Reports

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

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

New Trial

Latest Trial
Generated: 12-01-2009 3:56pm

Save Download Revalidate **Send to State** Delete

Errors (0) Warnings (21) Records (92) Reports

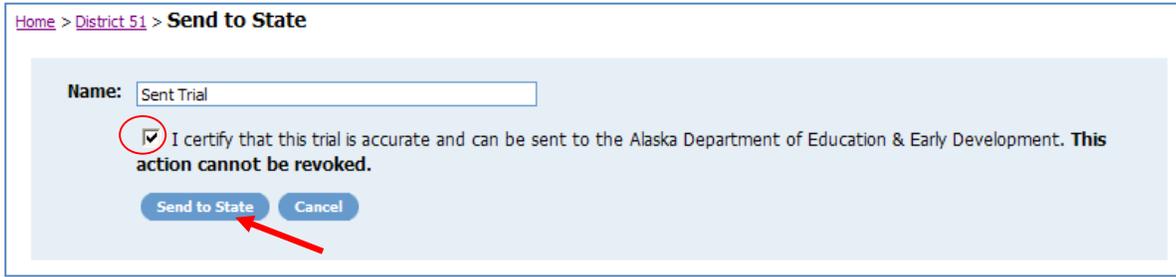
Submitted: This state report has not yet been sent to the State.

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

Home > District 51 > Send to State

Name:

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



Your file is now completed.

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
74213	Error	LEP Status is Invalid	The LEP status code must be in the option set LEP status
74214	Error	LEP Language is Invalid	LEP Language must be one of the values in the option set
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

Rule ID	Severity	Rule	Detail Message
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 1-8
74228	Error	Active Duty Parent/Guardian value invalid	The value for ActiveDuty must be either Y or N
74300	Error	City-Zip Combination is Invalid	The combination of zip code and place is not a legitimate combination
74301	Error	Grade Not Served by School	The student's grade level is not served by the school
74302	Warning	Grade Not Served by School – Disabled Student	The grade level of the student should be within the range of grades served by the school (Except for grade AD)
74400	Warning	Invalid Name	The name contains one or more characters other than alphabetic characters, period, apostrophe, space, or hyphen
74401	Error	Zip+4 contains Invalid Characters	Zip+4 can only contain the numeric digits 0-9
74402	Error	Local Student ID Contains Invalid Characters	Local student ID can only contain the digits 0-9
74403	Error	Date Format is Invalid	The format for date field must be MM/DD/YYYY or MM/DD/YY. Four digit year is preferred.
74404	Error	AgDA or AgDM Format is Invalid	The format for AgDA or AgDM must be a number with no more than three digits before the decimal place and no more than two decimal places
74405	Error	Immigration Date Format is Invalid	The format for Immigrant First US Entry Date must be MM/YYYY or MM/YY. Four digit year is preferred.
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	A Title I Targeted Assistance School has no students targeted for assistance

Rule ID	Severity	Rule	Detail Message
74506	Warning	A Title I Targeted Assistance School has every student targeted for assistance	A Title I Targeted Assistance School has every student targeted for assistance
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	LEP Language Mismatch	Student is flagged as LEP (L1, LP, or LT) but the Bilingual/LEP Language type says "Not an LEP Student" (code 99)
74706	Error	Aggregate Attendance > Aggregate Membership	The student's days in attendance must be less than or equal to the days in membership
74707	Error	Disability – IEP on July 1 Mismatch	If Disability Code is in 2-14 then IEP in Place July 1 must be Y or N. If Disability Code is 0 then IEP on Place July 1 must be X.
74708	Warning	Language for Non LEP Student	Student that was never considered for LEP has been assigned a Bilingual/LEP Language
74710	Error	Other Language Type Missing	The Bilingual/LEP Language Type was selected as "Other." Enter the Language Type in the Notes field.
74711	Error	Missing Homeless Residence	The student was identified as Homeless but no Primary Nighttime Residence has been selected
74712	Error	Days Attendance More Than Possible	Days Attendance more than possible
74713	Error	Days Membership More Than Possible	Days Membership more than possible
74715	Warning	Graduates With Waiver Must Have Waiver on File	Graduates with a waiver (Exit Type 8) must have a waiver on file
74716	Error	Transfer Without Date	Students who transfer back to 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 "00" then Transfer to General Ed must be X, if Disability code is 02-14, then the Transfer to General Ed must be Y or N.
74720	Error	Invalid Summer Drop Entry or Exit	Summer drop-outs (Exit Type 0) must have entry type 0 (not enrolled) and cannot have an entry or exit date

Rule ID	Severity	Rule	Detail Message
74721	Error	Missing Entry Date	The entry date is required for all enrolled students (entry type does not equal 0)
74722	Error	Invalid Exit for 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 LEPLanguage = 30	When LEPLanguage = 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"
74726	Warning	Exit Type Grade Level Mismatch (Grade) II	If Exit Type = 7, 8, 15 , 19, 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
74728	Error	"Is Title IA" Entry is Invalid	The field [31-39] was flagged Y but Is Title IA is marked as N
74729	Error	Graduates must take a College and Career Readiness Assessment	Any student with ExitType = 7, 15, or 22 is required to take ACT, SAT, or WorkKeys when in grade 11 or 12.
74731	Warning	Invalid LEPStatus	If LEP Status = M1 this year, prior year should have code of LT and if LEP status = M2 this year, prior year should have code of M1. Either change the status or enter a comment in the notes field that explains the discrepancy.
74732	Error	Targeted Assistance School Mismatch	Student Title 1 = 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.
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	This data should only be provided for graduates – i.e., those with Exit Type = 7, 8, 15, 22, or 98
74737	Error	Missing Graduate Data	When Exit Type = 7, 8, 15, 22, or 98 , then Scholarship Level must be reported
74738	Error	APS Reported for Non-qualifying Graduate	If College Eligibility = 0 and Career Eligibility = 0 then all other APS-related fields must be empty
74739	Error	APS Academic Option Not Identified	If Collegiate Eligibility <> 0 and is not null or Career Eligibility <> 0 and is not null then Academic Option must = 1, 2, or 3
74740	Warning	Mismatch Target Graduation Cohort and Prior Data	Target Graduation Cohort Year submitted does not match prior value

Rule ID	Severity	Rule	Detail Message
74741	Error	Non-Student Membership or Attendance	Non-Student (Entry Type = 0) cannot have Aggregate Membership or Aggregate Attendance
74742	Error	Returning Special Education Student Who Is Not Disabled	Student listed as exited as a returned special education student (Exit Type = 18), but the student is not shown as disabled (Disability not in 02-14)
74743	Error	Collegiate Eligibility / Career Eligibility Mismatch	Collegiate Eligibility cannot be reported at a higher scholarship level than Career Eligibility
74744	Error	Missing Aggregate Membership or Attendance	Aggregate Attendance and Aggregate Membership are required for all students enrolled in grades K-12
74745	Warning	Target Graduation Year for Older Student	Warning if Target Graduation Year implies 7 year grad or longer
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 LEP = LT, M1, M2, or X
74750	Error	ExitType Conflicts with prior OASIS data	A student who previously graduated (ExitType = 7, 8, 15, 16, or 99) or completed with other credentials (ExitType = 9, 19, 20, or 21) may not be issued a Certificate of Achievement, Attendance, or 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
74761	Error	Requirements for Reported Career APS Eligibility of 1 Not Met	If Career Eligible = 1 then GPA >= 3.50
74762	Error	Requirements for Reported Career APS Eligibility of 2 Not Met	If Career Eligible = 2 then GPA >= 3.00
74763	Error	Requirements for Reported Career APS Eligibility of 3 Not Met	If Career Eligible = 3 then GPA >= 2.50
74764	Error	Duplicate Enrollment	Student cannot have two overlapping records at the same school
74765	Error	K-12 Student in Fall OASIS not submitted in Summer OASIS	Student is included in Fall OASIS, enrolled in K-12, and has Days > 0

Rule ID	Severity	Rule	Detail Message
74766	Error	Student reported in Participation Rate but not Summer OASIS	Student was enrolled on first day of testing
74767	Warning	Grade level reported in Fall OASIS does not match grade level reported in Summer OASIS	Student's reported grade level differs from Fall OASIS reporting
74768	Error	Migrant Mismatch with Migrant Student Database (Error)	When Migrant = Y, student must be in Migrant Student Database; when Migrant = N, student must either 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
74779	Error	When Grade = AD, ExitType must be 22 or 98	When Grade = AD, ExitType must be 22 or 98
74782	Error	When ExitType = 22 or 98, Grade must be AD	When ExitType = 22 or 98, Grade must be AD
74787	Error	Invalid EntryDate, EntryType, and ExitDate with ExitType 98	A student with ExitType = 98 must have a blank EntryDate, EntryType = 0, and ExitDate = 6/30/16
74788	Error	ExitType 98 must have CollegiateEligibility = 0 and CareerEligibility = 0	A student with ExitType 98 must have CollegiateEligibility = 0 and CareerEligibility = 0
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 with ExitType 98 must have another record with ExitType 19	A student with ExitType 98 must have another record at the same school with ExitType 19.
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, or 99 cannot be reported in the current year's Summer OASIS file
74796	Error	Title IA and Targeted Assistance Services Mismatch	A student is reported as Title1=Y, but all Title I Targeted Assistance services are marked as N
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

Rule ID	Severity	Rule	Detail Message
74799	Error	TransGenEd date entered for a student who was reported as not transferring to general education	If TransGenEd = N then TransGenEdDate must be empty
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
74905	Warning	Transfer to General Ed Before Entry	The student's Transfer to General Ed Date is before they entered the school
74906	Error	Immigrant Entry Date Prior to Birth Date	The student is listed as having immigrated to the US prior to being born
74907	Error	Entry Date Prior to US Entry	The student has an Immigrant US Entry Date that is after the student entered the school
74992	Error	Developmentally Delayed Student Age 9 or Older	Developmentally Delayed Student is Age 9 or Older as of October 1

Appendix H: Disability Definitions

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

8	Other Health Impairment	<ol style="list-style-type: none"> 1. Exhibit limited strength, vitality or alertness due to chronic or acute health problem that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed by a physician, and 4. Certified by IEP Team as qualifying for and needing special education services.
9	Specific Learning Disability	<ol style="list-style-type: none"> 1. Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, 2. Limited academic achievement for his/her age and ability levels in one or more areas, 3. LD observation and written report done after referral, 4. Require special facilities, equipment, or methods, and 5. Certified by IEP Team as qualifying for and needing special education services.
10	Deaf-Blindness	<ol style="list-style-type: none"> 1. Exhibit concomitant hearing and visual impairment, 2. Require special facilities, equipment, or methods, 3. Diagnosed as deaf and blind by an optometrist or ophthalmologist and by a physician or audiologist as deaf/blind, and 4. Certified by IEP Team as qualifying for and needing special education services.
11	Multiple Disabilities	<ol style="list-style-type: none"> 1. Exhibit two or more impairments causing severe educational problems, 2. Require special facilities, equipment, or methods, 3. Diagnosed for each disability (from the categories listed here – does not include Deaf-Blind), and 4. Certified by IEP Team as qualifying for and needing special education services.
12	Autism	<ol style="list-style-type: none"> 1. Exhibit a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed by a psychiatrist or other physician, an authorized advanced nurse practitioner or a psychologist, to include a school psychologist, and 4. Certified by IEP Team as qualifying for and needing special education services.
13	Traumatic Brain Injury	<ol style="list-style-type: none"> 1. Exhibit an injury to the brain by external physical force what results in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance, 2. Impairment in one or more areas: cognition, language, memory, attention, more, 3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma, 4. Require special facilities, equipment, or methods, 5. Diagnosed by a physician, and 6. Certified by IEP Team as qualifying for and needing special education services.
14	Developmentally Delayed	<ol style="list-style-type: none"> 1. 3 through 8 years old, 2. Two SDs below mean or 25% delayed in age equivalency in cognitive development, fine and gross motor, speech and language development, social/emotional development, or self-help skills OR 1.7 SDs below the mean or 20% delayed in age equivalency in 2 or more of the areas, and 3. Certified by IEP Team as a child with early childhood developmental delays.

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 2015 are available at the [Alaska Commission of Postsecondary Education's website](#). Additional questions regarding APS eligibility should be directed to Erin Hardin, who may be contacted at erin.hardin@alaska.gov or (907) 465-6535.

For the Class of **2016** each High School Senior for the **Collegiate Performance (Field 45)**:

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

Math and Science Academic Option

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

OR

Social Studies and Language Academic Option

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

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

Math and Science Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ An ACT score of 23 or higher; **or**
- ✓ An SAT score of 1560 or higher
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math
 2. Completed four units of Science
 3. Completed four units of Language Arts
 4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

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

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

Math and Science Academic Option

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

OR

Social Studies and Language Academic Option

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

For the Class of **2015** each High School Senior for the **Career/Technical Performance (Field 46)**:

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

Math and Science Academic Option

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

OR

Social Studies and Language Academic Option

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

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

Math and Science Academic Option

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

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

OR

Social Studies and Language Academic Option

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

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

Math and Science Academic Option

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

OR

Social Studies and Language Academic Option

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

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

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

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

Migrant students must be certified as eligible by the state before being reported as a migrant student. Please contact Nicole Endsley, Migrant Program Manager, at nicole.endsley@alaska.gov or (907) 465-6549 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 header can also be found in Excel format on the EED Forms and Grants website at the following link: <http://www.eed.alaska.gov/forms/home.cfm>. Place "OASIS" in the **Search by Form Title Keyword** field. The form will be called **Summer 2016 OASIS SRM Column Heading Template**.

Field Name	Field #	Field Description	Type	Length	Status
AKSID	1	Alaska Student Identification Number	Number	10	Required
LocalID	2	District Student Identification Number	Number	15	Optional
LastName	3	Student Name - Last	Text	35	Required
FirstName	4	Student Name - First	Text	35	Required
MiddleName	5	Student Name - Middle (or Middle Initial)	Text	35	Optional
Suffix	6	Name Suffix	Text	8	Optional
City	7	City/Town/Village	Text	30	Required
Zip	8	Zip Code	Number	5	Required
BirthDate	9	Birth date	Date	8/10	Required
Gender	10	Gender	Text	1	Required
Race	11	Race or Ethnicity	Number	1	Required
SchoolID	12	School Identification Number	Number	6	Required
Grade	13	Student Grade Level	Text	2	Required
Disability	14	Disability	Number	2	Required
IEPJuly1	15	IEP in Place on July 1	Y/N/X	1	Required
TransGenEd	16	Transfer to General Education	Y/N/X	1	Required
TransGenEdDate	17	Transfer to General Education Date	Date	8/10	Conditional
EntryDate	18	Entry Date	Date	8/10	Conditional
EntryType	19	Entry Type	Number	2	Required
ExitDate	20	Exit/Withdrawal Date	Date	8/10	Conditional
ExitType	21	Exit/Withdrawal Type	Number	2	Required
EnrolledLastDay	22	Enrollment - last day of school	Y/N	1	Required
LEPStatus	23	LEP Status	Text	2	Required
LEPLanguage	24	Bilingual/LEP Language Type	Number	2	Required
ELPNotAssessed	25	ELP Not Assessed Reason	Number	1	Conditional
AgDA	26	Aggregate Days Attendance (AgDA)	Number	6	Conditional (999.99)
AgDM	27	Aggregate Days Membership (AgDM)	Number	6	Conditional (999.99)
EconDisadv	28	Economically Disadvantaged (Low Income)	Y/N	1	Required
Migrant	29	Migrant	Y/N	1	Required
Title1	30	Title IA Student	Y/N	1	Required
Title1-Math	31	Title IA Math	Y/N	1	Conditional
Title1-Reading	32	Title IA Reading/Language Arts	Y/N	1	Conditional
Title1-Science	33	Title IA Science	Y/N	1	Conditional
Title1-SocStud	34	Title IA Social Studies	Y/N	1	Conditional
Title1-CTE	35	Title IA Vocational/Career	Y/N	1	Conditional
Title1-OtherInstr	36	Title IA Other Instructional	Y/N	1	Conditional
Title1-Health	37	Title IA Health Services	Y/N	1	Conditional
Title1-Guidance	38	Title IA Guidance/Advocacy	Y/N	1	Conditional
Title1-OtherSupp	39	Title IA Other Support	Y/N	1	Conditional
Immigrant	40	Immigrant Student	Y/N	1	Required
USEntryDate	41	Immigrant Student – First U.S. Entry	MM/YY	5/7	Required (If IMM = Y)

ActiveDuty	42	Active Duty Parent/Guardian	Y/N	1	Required
Homeless	43	Homeless Student	Y/N	1	Required
Unaccompanied	44	Unaccompanied Homeless Youth	Y/N	1	Conditional (Homeless =Y)
HomelessRes	45	Homeless Student – Night Residence	Number	1	Conditional
TargetGrad	46	Target Cohort Graduation Year	Number	4	Conditional
CollegiateEligibility	47	Collegiate Performance Scholarship Eligibility	Number	1	Conditional
CareerEligibility	48	Career/Technical Performance Scholarship Eligibility	Number	1	Conditional
AcademicOption	49	Academic Option	Number	1	Conditional
GPA	50	Grade Point Average	Number	4	Conditional (9.99)
Notes	51	Notes	Text	35	Conditional (Required If LLEP = 30 - Other; Enter LLEP Language)

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

Appendix 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 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.

When there is no information available the department will report 0%. This will likely trigger additional consequences.

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 2015-2016 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, 2015 - June 30, 2016)**.

Stop counting on the last day that the student was officially enrolled or the official last day of student attendance. 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 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 2015-2016 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, 2015 - June 30, 2016)**. **Do NOT start counting before the official first day that students attended - check the official school calendar**. Skip days that the student was absent and stop counting on the last day that the student attended or the official last day of school that students attended. **Include the last day of school if the student attended**. When counting the total number of days that a student attended school, do not include Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Work Days, and Parent Teacher Days not meeting the minimum hour requirement.

Example: If a student was enrolled at the beginning of school, attended for 10 days, and then dropped out, enter 10 on the first row/record for the AgDM and AgDA. If the same student then returned after Christmas break and re-enrolled and attended school for 20 days, you would start another row/record

and enter 20 for the AgDM and AgDA. The student's other information would be duplicated with the exception of the Entry Date, Entry Type, Exit Date, Exit Type, AgDM, and AgDA.

3. 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 part of EED'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. Why aren't Inservice Days included in the AgDA and AgDM calculations?

AgDA & AgDM calculations are defined by the following Alaska Administrative Code:

4 AAC 06.895 Report card to the public (i) Each school shall compute and report the information required by AS 14.03.120 (d)(5) and this section as follows:

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

Special Education Questions

6. 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.

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

No, these events do not qualify as entries or exits as the student remains continuously enrolled during these events. With the exception of Disability Category, IEP in Place July 1, Transfer to General

Education, and Transfer to General Education Date fields, special education students should be reported the same as other students.

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

Only students who had an IEP in place *in Alaska* on July 1, 2015 should receive a Y(es) in this field.

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

If a student had an IEP in place on July 1, 2015 and then transferred to general education at any point during the school year before June 30, 2016 enter Y in the Transfer to General Education field. This means the student is still in school, but no longer receiving special education services. Students who leave special education because they left school (graduated, dropped out, etc.) should NOT be marked Y based on those exit events.

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

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

A student with disabilities who has not been issued a regular diploma may be provided SpEd-related services until reaching the age of 22. If a student with disabilities is 21 years of age on September 1 and will turn 22 prior to the completion of the following school year, that student may, in Element 21, receive an Exit Type of 11 (reached maximum age for services and did not receive a diploma or certificate of achievement).

Completion Questions

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

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

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

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.

13. How should mid-year graduations be reported?

The district should report the appropriate exit code and the final date the student attended classes.

14. How should prior summer graduates be reported?

If your district has students graduating with a diploma during the prior summer (July 1, 2015 to the beginning of school, fall 2015), 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.

15. 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*."

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

4 AAC 06.790 has been amended to differentiate between these three terms. 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 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.
- **Certificate of Achievement** means a certificate earned by a student who has met all local graduation requirements but does not take the College and Career Ready Assessment and is therefore ineligible for a diploma.

While the difference may appear granular, 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.

17. 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.

18. 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.

19. The CCRA requirement sunsets on June 30, 2016. Since this is the last day of the 2015-2016 school year, may a district provide a diploma on this date to a student who would have received a Certificate of Achievement during the 2015-2016 school year?

Yes. Please note that June 30, 2016, is a one-day window to award a diploma to 2015-2016 Certificate of Achievement recipients. Starting on July 1, 2016, any student who received a Certificate of Achievement during the 2015-2016 school year who was not awarded a diploma on June 30 must take (*i.e.*, receive a valid score on) a CCRA in order to replace the Certificate of Achievement with a diploma.

If a district chooses to award a diploma to a student who would have received a Certificate of Achievement during the 2015-2016 school year, please include a record in the Summer OASIS file that reflects the student's receipt of a Certificate of Achievement with an Exit Date that matches the final day of enrollment and an Exit Type of 19. Include a second record with Null values for the Entry Date and Entry Type, an Exit Date of 6/30/2016, and an Exit Type of 98. Please carefully review the considerations noted in *FAQ #20* prior to awarding a diploma on June 30, 2016.

20. What factors should a district consider when determining whether to award a diploma to a 2015-2016 Certificate of Achievement recipient in the one-day window on June 30, 2016?

Eligibility for the Alaska Performance Scholarship (APS) is linked with the student's graduation year. A student must meet all APS requirements by June 30 of their graduation year. A student receives a Certificate of Achievement when all local requirements have been met, yet the student did not take a CCRA. A student who receives a diploma on June 30 did not take a CCRA; therefore, the student will not have met all of the APS requirements. **Awarding a diploma on June 30 without a valid CCRA score will prevent the student from ever qualifying for the APS.**

While a student's decision to delay receipt of a diploma until having taken a CCRA after June 30, 2016, will potentially negatively affect a school's graduation rate, the student will retain the ability to qualify for the APS. Conversely, a student leaving the public school system without a diploma prevents the student from considering postsecondary options that require one.

This decision should be considered on a student-by-student basis because there are positive and negative aspects to either choice.

21. To earn a Certificate of Completion, does an IEP student with a modified course plan have to complete four years of high school?

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 AMP, not DLM. Substitute courses are aligned with the Alaska English/Language Arts and Mathematics standards – not the essential elements.

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

A DLM student will receive either a Certificate of Attendance or a Certificate of Completion. An AMP student will receive a regular diploma, a Certificate of Achievement, or age out of services without receiving a certificate or diploma.

23. 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 signals the end of services; a certificate 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.

24. Can a district report a student who takes a College or Career Ready Assessment (CCRA) in June but does not yet have test scores as a graduate in the Summer OASIS file?

No. Each district must report the best available information when submitting and certifying the Summer OASIS file. This means that a district may not certify a student as a graduate unless verification is available that a student has received a valid score on a CCRA. The student should be reported in Summer OASIS as receiving a Certificate of Achievement.

25. When a district receives proof of a valid CCRA score after July 15, how does the district communicate to EED that the student has graduated?

The district is required to report corrections to a student's exit type **no later than August 15** on Form 05-15-038c (Data Correction Report for Alaska Public School Seniors). In addition to the form, the district will need to provide evidence to EED of the valid CCRA score. Due to the impacts of these data upon EED's mandatory reporting, **no corrections will be accepted after August 15.**

Dropout Questions

26. Which students should be coded as dropouts?

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

- pursuing GED
- administrative drop
- entering military without receiving a diploma
- employment
- expulsion
- failing
- family problems
- pregnancy
- alcohol/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 reasons for school withdrawal and no formal request for transfer of student's records

A student who transfers to a non-district sponsored home school environment is a dropout unless he/she enrolls in a correspondence program that terminates in a diploma. (When district dropout totals are calculated, EED 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 achievement 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 (coded as Entry Type 0, Exit Type 0, and blank Entry and Exit Dates)?

A student (grades 7-12 only for Summer Dropouts) who completed the 2014-15 school year but did not return to school at the beginning of the 2015-16 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.

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

Within a district for any given year, a dropout is only counted once in the dropout rate numerator. Once a Summer OASIS file is received, student dropouts can 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.

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 at 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 as a dropout. If the student re-enrolls in another school/district, then that student is removed from the dropout rate numerator.

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 as a student Exit Type 3 (transfer to a public school in a different state or country).

Free-Lunch & 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.

35. Why isn't the Economically Disadvantaged (Low Income) pulled from the state's free lunch information?

EED only receives the total count of students receiving free/reduced lunches. Unless the entire district qualifies, EED 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 (often used to determine Low Income/Economically Disadvantaged status) at some point of the year, is he/she qualified the entire school year even if he/she exits the Free/Reduced lunch program and/or exits the school?

Yes.

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

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

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

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

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

LEP Questions

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

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

41. How should a student be coded on LEP Status (element 28) if he/she was identified as an LEP eligible student during the reporting period and scored at the overall proficient level on the spring state-approved assessment of the English language proficiency?

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

42. How should a student be coded for LEP Status (element 28) if he/she was assessed for LEP between July 1 and June 30 of the reported school year and was identified as LEP eligible?

Code such a student with code 'L1' when he/she is in the first year of identification as an LEP student.

43. How should a student be coded on LEP Status (element 28), who was coded as an M2 on the Participation Rate reporting?

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

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

On elements 28 and 31, code these students with an 'X'. On element 29, code these students with a '99'

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 they are 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 the next year?

A student who is enrolled the entire school year will have one row/record with an Entry Date matching the official first day of school for students (not teachers) and an Exit Date matching the official last day of school for students (not teachers). Use Entry Type 10 for Returning Students. 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. Should I report a mid-year student grade promotion or demotion as an entry and/or exit?

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

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

50. How does the district account for a student who was reported at the end of 2014-2015 as expected to return (Exit Types 13 and 14), did not return in 2015-2016, and transferred elsewhere or who was reported at the end of 2014-2015 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 2015-2016?

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 EED in identifying your district's and schools' true cohort groups, which will improve the accuracy of the reported cohort graduation rates.

51. What grade level do I report for a student who previously exited with a Certificate of Achievement in School Year 2015 or 2016, then was issued a regular diploma (Exit Types 22 and 98)?

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).

52. 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.

53. 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.

54. 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

55. 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 47) and Career/Technical Performance Scholarship Eligibility (Element 48) to indicate the student is not eligible for an Alaska Performance Scholarship. Elements 49 and 50 must contain null values, as these elements are only entered for students who qualify for an Alaska Performance Scholarship.

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

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

57. 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.

58. 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.

59. When will we get information on how to determine eligibility for APS if a student needs to use scores from the new SAT test to qualify?

A critical change to the SAT that impacts APS qualification is the new SAT's scoring structure and total score range (400-1600). The new SAT scores required for APS qualification are based on concordance to those required under the current SAT score range (600-2400), pending approval from the State Board of Education & Early Development ("Board"). The College Board recently released a concordance between the old and new SATs, allowing scores to be compared. The concordance may be obtained at <https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance>.

Pending passage by the Board, the qualifying scores on the new SAT would be 1210 for Level 1, 1130 for Level 2, and 1060 for Level 3. The new SAT **may not** be used for APS purposes unless the Board votes to use the concordance scores at the mid-June meeting.

60. When can we submit APS levels based on the new test scores?

Qualifying APS test scores are defined in EED's regulations. This spring, EED presented to the State Board of Education & Early Development ("Board") draft regulatory language that adopts the College Board's concordance table comparing old SAT and new SAT scores. The Board subsequently voted to

put the draft language out for public comment and will then vote on whether to adopt the regulatory language (with actual scores included) in mid-June.

61. Can students combine scores from the old SAT and new SAT test scores?

No. The old SAT consisted of Critical Reading, Math, and Writing sections. 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.

Migrant Questions

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

Yes.

Active Duty Parent/Guardian Questions

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

64. 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.

65. 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.

Early Literacy Screening Questions

66. Do we still need to report early literacy screening results?

No. The State Board of Education repealed the early literacy screening requirement in December 2015. Because of this, all early literacy screening-related data elements and data validation rules have been removed from Summer OASIS.

Although many districts will continue to use a screener to determine the early literacy skills of their students enrolled in kindergarten through third grade, the reporting of early literacy screening results to EED is no longer required.