2024 Summer OASIS  
 Data Handbook for Schools and Districts

**Test Window: May 15, 2024**

**Data Collection Starts: June 1, 2024**

**Due Date: July 15, 2024**

**Include every student who has attended or transferred at any time *during the regular academic year* from July 1, 2023 to June 30, 2024**

Last Update: 03/13/2024



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# **2024 Changes**

## New Elements

* *[Conditional] – Early Education Program - Early education program attended by students in grades KG to three.*
* *[Conditional] – Non-progression Reason - Reasons why a student in grade KG to three will not progress to the next grade in the following year.*
* *[Conditional] – Reasons Progressed – Means by which student progresses from grade three to four.*
* *[Conditional] – Reading Skills Demonstrated – How the student demonstrates sufficient reading skills to progress from grade three to four.*
* *[Conditional] – Non-proficiency Actions – What actions were taken by the parent/guardian or school officials when a student is not proficient on the literacy screener or alternative screener for students in grade three.*
* *[Conditional] – Mid-year Progression – Did a student that was in grades KG to three in the previous year and started the current year in the same grade progress to a higher grade between the first and last days of the school year?*
* *[Conditional] – First Year in Ninth Grade - This element identifies the year in which a student first attends ninth grade.*

## Deleted Elements

* Target Cohort Graduation Year

## Changes to Existing Data Elements

None

## New Errors and Warnings

* 74002 - [Warning] - Early education program or non-progression reason is missing - The early education program attended by students and non-progression reason are required for students in grades KG to 3.
* 74003 - [Error] - Early education program or non-progression reason reported for unexpected grade - The early education program attended by students and non-progression reason should be provided for students in grades KG to 3 only.
* 74231 - [Error] - Early education program reported is not in the option set - The value entered for early education program can only be one of the values from 1 to 6.
* 74232 - [Error] - Non-progression reason is not in the option set - The value entered for non-progression reason can only be one of the values from 1 to 7.
* 74004 - [Warning] - Progress from grade 3 to 4 is missing - The means by which a student progresses from grade 3 to 4 should be provided for students in grade 3.
* 74005 - [Error] - Progress from grade 3 to 4 for unexpected grade - The means by which a student progresses from grade 3 to 4 should not be provided for students in grades PK to 2 and 4 to 12.
* 74233 - [Error] - Progress from grade 3 to 4 means is not in the option set - The value entered for progress from grade 3 to 4 can only be one of the values from 1 to 7.
* 74011 - [Error] - Student did not demonstrate sufficient reading skills to progress - Students that did not demonstrate sufficient reading skills (Reading Skills Demonstrated left blank and Grade = 3) can only be coded as 2, 5, or 6.
* 74009 - [Error] - Mismatch between Reasons Progressed and Reading Skills Demonstrated - If codes 1, 3, or 4 are reported for Reasons Progressed, Reading Skills Demonstrated cannot be left blank.
* 74006 - [Warning] - Demonstration of sufficient reading skills is missing - How a student demonstrates sufficient reading skills to progress from grade 3 to 4 must be provided for students in grade 3.
* 74007 - [Error] - Demonstration of sufficient reading skills for unexpected grade - How a student demonstrates sufficient reading skills to progress from grade 3 to 4 should not be provided for students in grades PK to 2 and 4 to 12.
* 74234 - [Error] - Demonstration of sufficient reading skills reported is not in the option set - The value entered for demonstration of sufficient reading skills can only be one of the values from 1 to 4.
* 74010 - [Warning] - Action taken for reading deficiency is missing - The actions taken by a parent/guarding or school official when student is reading deficient in reading must be provided for students in grade 3.
* 74008 - [Error] - Reading Deficiency Actions reported for unexpected grade - Reading Deficiency Actions should not be provided for students in grades PK to 2 and 4 to 12.
* 74235 - [Error] - Reading Deficiency Actions reported is not in the option set - The value entered for Reading Deficiency Actions can only be one of the values from 1 to 5.
* 74727 - [Warning] - Mid-year progression missing - Student’s mid-year progression status must be reported for students that started the year in grades KG to 3 when they were in the same grade in the previous year.
* 74708 - [Error] - Mid-year progression reported for unexpected grade - Student’s mid-year progression status should not be reported for students that started the year in grades 4 to 12 or when typical progression occurred for students in grades KG to 3.
* 74236 - [Error] - Mid-year progression reported is not in the option set - The value entered for mid-year progression can only be one of the values from 1 to 4.

## Changed Errors or Warnings

* *74222 – updated to reflect changing from Target Cohort Graduation Year to First Year in Ninth Grade*
* *74735 – updated to reflect changing from Target Cohort Graduation Year to First Year in Ninth Grade*
* *74740 – now an Error – First Year in Ninth Grade submitted does not match value in database*
* *74745 – updated to reflect changing from Target Cohort Graduation Year to First Year in Ninth Grade*
* *75001 – updated to reflect changing from Target Cohort Graduation Year to First Year in Ninth Grade*
* *75002 – updated to reflect changing from Target Cohort Graduation Year to First Year in Ninth Grade*

## Deleted Errors or Warnings

None

# Instructions

1. Districts will submit the data elements defined in this data handbook for each student who was enrolled in the school district during the 2023-2024 school year through the [State Report Manager (SRM)](https://srm.eed.state.ak.us/srm) (srm.eed.state.ak.us/srm). SRM is an online automated data collection process where district staff will upload data files and receive immediate data validation.

**Note:** Students that have dropped out or transferred during the summer of 2023 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 (s*ee FAQ #28 and validation rule 75005).*

For summer transfers (*including students that withdrew to attend the Alaska Military Youth Academy*), use an Entry Type of 0 and the Exit Type that matches the exit event, (i.e., transfer). In either situation, leave AgDA and AgDM blank (*see FAQ #54)*.

Under no circumstances should Exit Type 0 be used to change a student’s graduation status or membership in the graduation cohort. Students should only be included in the Summer OASIS data collection if they transferred in or attended between July 1, 2023 and June 30, 2024. If a student did not transfer in or attend during the school year, their graduation or cohort membership status can be updated by providing documentation. Between August and September 2023, there will be an opportunity for the school districts to request for cohort adjustments prior to graduation rates being calculated.

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

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

For further instructions on submitting through the State Report Manager, please see [Appendix G](#_Appendix_G:_State_1). Additionally, the Department of Education and Early Development (DEED) will open a [test environment for the State Report Manager](https://srmtest.eed.state.ak.us/srm) (srmtest.eed.state.ak.us/srm/) on May 15. If your district is unable to submit the Summer OASIS file using the State Report Manager contact John Jones ([john.jones2@alaska.gov](mailto:aiko.zaguirre@alaska.gov)) or send an email to [deed.srm@alaska.gov](mailto:deed.srm@alaska.gov) for assistance.

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

*For a list of validation rules and error message details, please see* [Appendix](#_Appendix_H:_State_1) H*.*

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

**Due Date:** July 15, 2024

**Preferred:** June 30, 2024

**For further information regarding Summer OASIS, contact:**

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# Data Elements

*New text is red and italicized and listed on pages 2-3.*

| **Element #** | **Status** | **Element Name** | **Element Description** |
| --- | --- | --- | --- |
| 1 | Required | **Alaska Student Identification Number** | Student’s unique Alaska Student Identification number (AKSID). No student data will be accepted without a valid student ID number. |
| 2 | Optional | **District Student Identification Number** | Unique student identifier the school district uses internally to identify individual students. This number is not to be confused with the Alaska Student Identification number (AKSID). |
| 3 | Required | **Student Name – Last** | Student’s last name. Do not include Jr., Sr., II, III, or other suffixes. |
| 4 | Required | **Student Name – First** | Student’s first name. Do not include Jr., Sr., II, III, or other suffixes. |
| 5 | Optional | **Student Name – Middle** | Student’s middle name. Do not include Jr., Sr., II, III, or other suffixes. |
| 6 | Optional | **Name Suffix** | An appendage, if any, used to denote a student’s generation in the family (*e.g.,* Jr., Sr., II, III). The use of periods is acceptable in this field. |
| 7 | Required | **City, Town, or Village** | Name of the city, town, or village where the student lives. |
| 8 | Required | **Zip Code** | Zip or postal code where the student lives. |
| 9 | Required | **Birth Date** | Student’s date of birth.  **Format:** MM/DD/YY or MM/DD/YYYY |
| 10 | Required | **Gender** | Student’s gender  **F** = Female  **M** = Male |
| 11 | Required | **Race or Ethnicity** | Student’s racial or ethnic background.  **1** White  **2** African American  **3** Hispanic (all students of Hispanic/Latino  ethnicity)  **4** Asian  **5** American Indian  **6** Alaska Native  **7** Two or More Races (not Hispanic/Latino)  **8** Native Hawaiian or Pacific Islander  See [Appendix B](#_Appendix_B:_Race/Ethnicity_1) for race/ethnicity descriptions and coding guidance. |
| 12 | Required | **School Identification Number** | The school code as assigned by DEED. The first two digits represent the district while the last four digits represent the specific school. A list of school identification numbers is available on [DEED’s website](https://education.alaska.gov/Alaskan_Schools/Public/DistrictandSchoolIDs.pdf). (education.alaska.gov/Alaskan\_Schools/Public/DistrictandSchoolIDs.pdf) |
| 13 | Required | **Student Grade Level** | This element is used to identify the grade level of the student at the time of entry*.* A leading zero is not required but is acceptable for codes 1 through 9.  **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) |
| 14 | Required | **Disability** | This element identifies children with disabilities that received special education and related services at any point during the school year according to an Individualized Education Program (IEP). Include students that transferred to general education during the school year. **Do not create a new record/row for continuously enrolled students when tested or services are declined.**  A leading zero for codes 0 through 9 is not required but is acceptable.  Codes 2 through 14 should include all children who had an IEP on file and received special education services at any time during the period of July 1, 2023 through June 30, 2024.  **Note**: Disability codes 15 and 16 were removed beginning with SY 2022-2023. Districts are responsible for tracking a student who transferred to general education for the next two school years of transferring to general education and confirm that they are still NOT receiving SpEd services during that time. Please see FAQ #14 for more information and examples on how to report students who have transferred to general education this year.  **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  For disability definitions, see [Appendix D](#_Appendix_D:_Disability). |
| 15 | Required | **IEP in Place on July 1** | This element is used to identify students who had an Individualized Education Program (IEP) in place in Alaska on July 1, 2023. Values of Y or N require a disability code of 2 through 14 in Element 14. Do not create a new record/row for continuously enrolled students when tested or when services are declined.  Y = Yes, this student had an IEP in place in Alaska on July 1, 2023. Include any student who was being served under IDEA Part B last year, who returned this year, and continued receiving special education services. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2023.  N = The student did not have an IEP in place in Alaska on July 1, 2023 but the student was on an IEP at some point during the reporting period (July 1, 2023 through June 30, 2024). In other words, this student either arrived in Alaska after July 1, 2023 or did not receive an IEP designation until after July 1, 2023.  X = The student was not on an IEP at any point during the reporting period (July 1, 2023 through June 30, 2024). |
| 16 | Required | **Transfer to General Education** | This element is used to identify students with an Individualized Education Program (IEP) who transfer to general education at some point during the current reporting period of July 1, 2023 through June 30, 2024, as well as for students who have previously been reported as transferred to general education during the last two school years (SY 2020-2021 and SY 2021-2023).  Students who were receiving special education services at some point in the school year, prior to consent for services being revoked by a parent, guardian, or student of legal age, should be reported as having transferred to general education.  For students who have transferred to general education in SY 2021-2022 and SY 2022-2023, this element should be a “Y”.  Note: Beginning SY 2022-2023, disability codes 15 and 16 have been removed. Districts are responsible for tracking a student who transferred to general education during the next two school years after exiting special education and confirm that they are still NOT receiving SpEd services two years after their transfer. If the student is re-evaluated and was determined to be eligible for SpEd services again, the student should be reported with the appropriate disability code, and an “N” to this element. For more information, please refer to FAQ #14.  Y = Yes, this student had an IEP in place at some point during the current reporting period, then transferred to general education sometime during the current reporting period or transferred to general education during the last two reporting periods (SY 2021-2022 or SY 2022-2023).  Students who are marked Y in this field for SY 2023-2024 with a transfer to gen ed date during the current reporting period will be required to have a “Y” in this element for the next two school years. For more information, please refer to FAQ #14.  N = No, this student had an IEP and did not transfer to general education sometime during the period of July 1, 2023 to June 30, 2024. In other words, this student continued to be served under IDEA, Part B or left school without transferring to general education. These students must have a disability code other than zero for element 14.  X = This student is not a special education student.  Please note that students who leave special education because they exited school (e.g., graduation, dropping out, etc.) should not be coded as Y based on these exit events. |
| 17 | Conditional (Disability Code 2-14) | **Transfer to General Education Date** | This element identifies the date that a student with an Individualized Education Program (IEP) transferred to general education.This date must fall between 07/01/2021 to 06/30/2024.  For students who have transferred to general education in SY 2021-2022 and SY 2022-2023, this element should be the date when the student had initially exited SpEd services.  If consent was revoked by a parent, a guardian, or a student of legal age, use the date that consent was revoked as the date of transfer to general education.  Leave this field blank **unless:**   * *a student is reported with a disability code of 2 through 14 in Element 14 and a value of Y in Element 16. Or* * *a student is reported with a disability code of 0 and was reported as a transfer to general education = “Y” during one of the previous two reporting periods (SY 2021-2022 and SY 2022-2023).*   ***Note****: Beginning SY 2022-2023, disability codes 15 and 16 have been removed. Districts are responsible for tracking a student who transferred to general education within the next two school years after exiting special education and confirm that they are still NOT receiving SpEd services two years after their transfer. If the student is re-evaluated and was to be eligible for SpEd services again, the student should be reported with the appropriate disability code, an “N” to element #16, and a blank on this element. For more information, please refer to FAQ #14.*  If a student transferred to general education in SY 2023-2024, this element should be reported with the SAME date for the next two reporting periods. If the date was misreported when the student had their initial transfer to general education, leave the incorrect date in this element and provide the correct date in the Notes section. Make sure to inform the Department of the incorrect transfer to gen ed date ahead of time.  **Format:** MM/DD/YY or MM/DD/YYYY |
| 18 | Required | **504 Status** | This element is used to identify whether a student had a 504 Plan in place on the last day of student membership, as indicated by the student’s exit date. **Students with an active IEP must be marked as “N” since the 504 services should be incorporated into the student’s IEP.**  **Y** = Yes, this student had a 504 Plan in place on the last day of student membership.  **N** = No, this student did not have a 504 Plan in place on the last day of student membership. |
| 19 | Conditional (Enrolled) | **Entry Date** | This element indicates the initial date of membership on which a student enrolled in a regular, alternative, or correspondence school and began to receive instructional services during the current school year. For students who enter at the beginning of the school year, list the first official day of student attendance.  If a student enters and exits 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, AgDA, and AgDM for each specific occurrence.  Leave this field blank for prior summer graduates, summer dropouts, summer transfers, and 2014-2015 or 2015-2016 Certificate of Achievement recipients who took a College and Career Readiness Assessment (CCRA) and were subsequently issued a diploma.  **Format:** MM/DD/YY or MM/DD/YYYY |
| 20 | Required | **Entry Type** | This element is used to report the circumstances under which a student enters a school. If a student enters and exits a school multiple times in a school year, use the appropriate code for each record.  Do not report a new entry when a student is promoted or demoted in grade mid-year and remains in the same school **or** for mid-year graduates**.**  **0** = Non-enrolled student. This includes summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate. This does not include students in kindergarten.  **1** = Transfer from a public school in the same school district  **2** = Transfer from a public school in a different public school district within Alaska  **3** = Transfer from a public school in a different state or country  **4** = Transfer from non-district sponsored home schooling  **5** = Transfer from a private school  **6** = Transfer from an institution (with a diploma-track educational program)  **7** = Re-entry after a voluntary withdrawal from the same school (*e.g.*, dropping out, prolonged illness, or temporary disability)  **8** = Re-entry after an involuntary withdrawal from the same school (*e.g.*, expulsion)  **9** = Natural school progression. The student enters the school at the beginning of the school year after progressing from one school within a local system to another school in the same system (*e.g.*, a grade 9 high school student who in the previous year was enrolled in grade 8 in the community’s middle school). Please use this code for PK and KG students entering school for the first time.  **10** = Returning student. The student enters the same school at the beginning of the school year as the one exited at the end of the prior school year.  **11** = Transfer from a credit recovery program. A credit recovery program is an academic program which allows students to retake courses and receive high school credit in an alternative setting.  **12 =** Transfer from the Alaska Military Youth Academy (AMYA). |
| 21 | Conditional (Enrolled) | **Exit/Withdrawal Date** | This element indicates the final date of membership before the student officially exits school. If the student entered and exited school multiple times during the school year, a separate record should be created for each occurrence.  When a student enters and exits the same school more than once in a school year, the exit date must reflect the final date, AgDA, and AgDM of each specific occurrence. **Early graduation is not considered a new exit event.**  For students who completed the school year and are expected to return, report the official last day of school as the exit date. For students who left prior to the end of the school year, report the date on which it officially became known that the student left school. For prior summer graduates, previously exited graduates, and Interstate Compact graduates, enter the date the diploma was issued. Leave this field blank for summer dropouts.  **Format:** MM/DD/YY or MM/DD/YYYY |
| 22 | Required | **Exit/Withdrawal Type** | This element is used to indicate the circumstances under which the student exited from school membership. If a student enters and exits a school multiple times in a school year, use the appropriate code for each individual record.  Do not make a new record/row when a student is promoted or demoted in grade mid-year and remains in the same school **or** for mid-year graduates.    **0** = Summer dropout  **1** = Transfer to a public school in the same school district  **2** = Transfer to a public school in a different public school district within Alaska  **3** = Transfer to a public school in a different state or country  **5** = Transfer to a private school  **6** = Transfer to an institution with a diploma-track educational program  **7** = Graduated with a regular diploma  **10** = Death  **11** = Student reached maximum age for services without receiving a diploma, certificate of attendance, or certificate of completion. A general education student is of school age until reaching the age of 20 and a student with a disability may receive services until reaching the age of 22. This code is used when a student will be statutorily ineligible for services (e.g., students that have received a regular diploma) in the following school year, as described in FAQ #12.  **12** = Dropped out or discontinued schooling. A student is issued this code for reasons including, but not limited to: pursuit of a GED, entering military service, employment, family problems, pregnancy, alcohol and drug dependency, truancy, illness, administrative dropout, expulsion, leaving school for unknown reasons without a formal request for transfer of records, transfer to a non-district sponsored home school program, and transfer to an educational program that does not terminate in a regular diploma.  **13** = Ended year as a 12th grade student and is expected to return next school year as a 12th grade student.  **14** = Ended year as a PK-11th grade student and is expected to continue in the next school year as a regular returning student.  **15** = Prior summer graduate. Use this code for students graduating with a diploma during the prior summer (July 1, 2023 to the beginning of school in Fall 2023). Report these students with Entry Type 0 (zero) and Exit Type 15. Leave the Entrance Date blank. Put in the official graduation date in the Exit Date.  **17** = Not the primary school of record. Use this code only when the student has graduated from two schools.  **18** = Student receives Special Education transition services after receiving a Certificate of Achievement, Certificate of Attendance, or Certificate of Completion in a prior year.  **20** = Earned a Certificate of Attendance [4 AAC 06.790(5)]. 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.  **21** = Earned a Certificate of Completion [4 AAC 06.790(6)]. Certificate of Completion means a certificate earned by a student who is not able to complete regular or substitute courses as described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes the IEP goals.  **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 (CCRA). Certificates of Achievement were issued to students who completed all academic requirements for graduation except for receiving a valid score on a College and Career Ready Assessment. With the repeal of the requirement for a College and Career Ready Assessment, no new Certificates of Achievement may be issued. See 4 AAC 06.718.  **30** = Student withdrew to attend Alaska Military Youth Academy. |
| 23 | Required | **Enrollment – Last Day of School** | This element identifies whether the student was enrolled on the last day of the school year during the reported enrollment period.  **Y** = Yes, this student was enrolled on the last day of school in this enrollment record.  **N** = No, this student was not enrolled on the last day of school in this enrollment record. |
| 24 | Required | **English Learner Status** | This element is used to indicate whether a student has been identified as an English Learner (EL) at some point of the school year. A student with codes of L1, LP, or LT will be considered “EL = Yes” for the reported school year. Students with a code of LT are exited from EL status at the end of the school year and will be in monitoring status at the beginning of the next school year.  Students with codes of M1, M2, M3, or M4 are *former* English Learners in monitoring status. Students in monitoring status will only be included in the EL subgroup for accountability purposes. Students with a code of X are not considered English Learners.  If a former English Learner has been re-identified in the reported school year, enter the status as LP and enter a comment in the Notes field to document that this student has been intentionally re-identified as EL. Also use the Notes field to explain any other special circumstances relating to the student’s EL status. See [Appendix C](#_Appendix_C:_English) for the definition of English Learner and FAQs #42 through #46 for more clarification regarding the reporting of English Learner Status.  **L1** = First year of identification as an English Learner. Student meets the definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.  **LP** = A continuing English Learner that has been identified as EL in a prior school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.  **LT** = An English Learner who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.  **M1** = First year of monitoring for a former English Learner. The student should have been reported with a code of LT at the end of the previous school year.  **M2** = Second year of monitoring for a former English Learner. The student should have been reported with a code of M1 at the end of the previous school year.  **M3** = Third year of monitoring for a former English Learner. The student should have been reported with a code of M2 at the end of the previous school year.  **M4** = Fourth year of monitoring for a former English Learner. The student should have been reported with a code of M3 at the end of the previous school year.  **X** = Not identified as an English Learner. This includes former English Learners who have completed their monitoring status.  Note that districts must use the ELP data results to determine which students have met the exit criteria prior to submitting Summer OASIS. To meet the exit criteria and be marked as LT, the English Learner must obtain a composite score of 4.5 or higher on Tier B or Tier C of the ACCESS for ELLs assessment only. |
| 25 | Required | **English Learner Language Type** | This element designates the native language of an English Learner. Native language may also be referred to as the primary, first, or home language of a student whose native language is not English or whose language of influence is not English.  If a student’s native language is English, please enter the language of influence instead. If a student speaks an unlisted language, use Code 30 and enter the language type in the Notes field. Note that languages are different than ethnicities; for instance, “Hispanic” is not a valid language selection.  **31** = Albanian  **2** = Aleut (includes Sugcestun and Unangan)  **4** = Arabic  **5** = Athabascan (includes Ahtna, Deg Xinag, Dena’ina, Gwich’in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana)  **7** = Cambodian (includes Central Khmer)  **8** = Chinese (includes Cantonese)  **41** = French  **11** = Filipino (includes Tagalog)  **32** = German  **33** = Haida  **34** = Hawaiian  **13** = Hmong  **15** = Inupiaq  **16** = Japanese  **17** = Korean  **19** = Laotian  **35** = Mein (includes Sino-Tibetan)  **20** = Native American (includes indigenous languages of North, South, and Central America except for Alaskan Native languages)  **45** = Nilo-Saharan (includes Nuer)  **42** = Palauan  **43** = Polish  **44** = Portuguese  **22** = Russian  **24** = Samoan  **47** = Somali  **25** = Spanish  **36** = Thai  **27** = Tlingit  **37** = Tongan  **28** = Tsimshian  **38** = Ukranian  **46** = Urdu  **29** = Vietnamese  **6** = Yupik (includes Central Yup’ik, Cup’ik, Alutiiq, and Siberian Yup’ik)  **30** = Other (specify the language type in the Notes field)  **99** = Not an English Learner |
| 26 | Conditional | **ELP Not Assessed Reason** | This element is used to report the reason that an identified English Learner (with an EL status of L1 or LP) did not attempt the required annual English Learner Proficiency (ELP) assessment during the test window of February 1, 2024 through March 29, 2024. The English Learner must take either the ACCESS for ELLs or the Alternate ACCESS for ELLs (administered to qualifying ELs with significant cognitive disabilities).  The following codes are intended to represent situations that occurred in order to document the reason a student who was enrolled during the test window was not administered the required annual ELP assessment. Entering a value in this field does not absolve a district of the responsibility to test an English Learner.  **1** = Transferred to a different school within the district during the test window and missed the dates that the tests were given within the schools of enrollment  **2**= Exited or entered district during the test window and missed the dates that the tests were given in the district  **3** = Absent during the test period and during periods of opportunity for makeup tests.  **4** = Parent and/or student refusal to participate  **5** = District did not receive English Learner identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as an English Learner  **6** *=* Student was misidentified or miscoded as an English Learner, and the district has conferred with the department about the cause(s) of the misidentification  **7** = District oversight  **8** = Student enrollment occurred on or after March 1, 2024 and initial English Learner identification occurred after March 1, 2024  **9** = Other reason (a reason must be listed in the notes field)  **10** = Kindergarten student was proficient on listening and speaking domains of the screener in the Fall but was not proficient on writing and reading in the spring. Not expected to assess in current year. |
| 27 | Conditional (KG-12) | **Aggregate Days of Attendance (AgDA)** | This element is used to indicate the total number of days that the student attended and was present. Attendance shall be recorded based upon the percent of the student’s normally scheduled instructional day.  **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 actually at school or when present at another school-sponsored instructional program. This can include authorized independent study, work-study programs, academically related field trips, and instruction for homebound students.  Do not include inservice days, teacher workdays, holidays, vacation days, and parent teacher days that do not meet the state minimum requirement for a day of attendance, as stated in 4 AAC 06.895. Partial day attendance is allowed, as defined by 4 AAC 06.895. An AgDA value exceeding the number of official school calendar days is not allowed. |
| 28 | Conditional (KG-12) | **Aggregate Days of Membership (AgDM)** | This element is used to indicate the total number of days that the student was enrolled (*i.e.*, the number of days the student was present plus the number of days the student was absent).  Do not include inservice days, teacher workdays, holidays, vacation days, and parent teacher days that do not meet the state minimum requirement for a day of attendance, as stated in 4 AAC 06.895. AgDM must be reported as an integer value (*e.g.*, 0, 1, 2, etc.) See FAQs #2 through #7 for comprehensive guidance regarding membership reporting. |
| 29 | Conditional (KG-12) | **Full Day Unexcused Absence** | This element is used to indicate the total number of days where a student was considered absent for an entire day for an unexcused reason.  Full Day Unexcused Absence must be reported as an integer value (*e.g.*, 0, 1, 2, etc.). |
| 30 | Required | **Economically Disadvantaged (Low Income)** | This element identifies whether a student is eligible during any portion of the reporting period for free or reduced-price school meals under the department’s Alaska Income Eligibility Guidelines for Free and Reduced Meals program, as defined in 4 AAC 06.899(5). Please refer to [Guidance on Determining Economically Disadvantaged Status](https://education.alaska.gov/ESEA/TitleI-A/docs/Guidance_Determining_Economically_Disadvantaged_Status_2017.pdf) (education.alaska.gov/ESEA/TitleI-A/docs/Guidance\_Determining\_Economically\_Disadvantaged\_Status\_2017.pdf) for additional information.  **Y** = Yes, this student is economically disadvantaged  **N** = No, this student is not economically disadvantaged |
| 31 | Required | **Migrant (Title IC)** | This element indicates whether the student has been certified as an eligible migrant student through the migrant student identification and recruitment process during any portion of the reporting period. Include all eligible migrant students regardless of whether those students received services from the migrant program. Visit the [DEED Migrant Program webpage](https://education.alaska.gov/esea/TitleI-C) (education.alaska.gov/esea/TitleI-C) for more information about the definition of a migrant student (select “Child Eligibility” in the menu on the left).  Please contact Sarah Emmal, Migrant Program Manager, at [sarah.emmal@alaska.gov](mailto:sarah.emmal@alaska.gov) or 907-465-3826 should you have questions or require additional information.  **Y** = Yes, this student is certified as an eligible migrant student  **N** = No, this student is not certified as an eligible migrant student |
| 32 | Required | **Title IA Student (Targeted Assistance – not Schoolwide)** | This element identifies students who receive any instructional or support services in a Title I Targeted Assistance school program.  *Do not include* students enrolled in *Schoolwide* Title I schools. Students in Schoolwide Title I schools should be coded as N.  **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 |
| 33 | Required | **Immigrant Student** | This element indicates whether a student is identified as an immigrant at any time during the 2023-2024 school year.  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 [ESSA [20 U.S.C. 7011] (5)].  An immigrant student may or may not also be identified as an English Learner (EL).  **Y** = Yes, this student was identified as an immigrant student at some time during the 2023-2024 school year  **N** = No, this student was not identified as an immigrant student at any time during the 2023-2024 school year |
| 34 | Conditional (Immigrant) | **Immigrant Student – First U.S. School Entry Date** | This element is used to list the date of the first known entry into a United States school for an immigrant student.  If student records indicate that the student was enrolled in a school in another state (including the District of Columbia or Puerto Rico) or in another school district in Alaska, enter the month and year of initial entry into that school. Otherwise, enter the first date of entry into a school in the current district.  **Format:** MM/YY or MM/YYYY |
| 35 | Required | **Active Duty Parent or Guardian** | This element identifies whether the student had a parent or guardian on active duty in any branch of the uniformed services of the United States. The uniformed services of the United States include the armed forces – Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard – the commissioned corps of the National Oceanic and Atmospheric Administration, and the commissioned corps of the Public Health Service [10 U.S.C. § 101(a)(5)], the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force at some time during the 2023-2024 school year.  “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.  **Y** = Yes, this student has a parent or guardian who was on active duty at some time between July 1, 2023 and June 30, 2024  **N** = No, this student did not have a parent or guardian who was on active duty at some time between July 1, 2023 and June 30, 2024 |
| 36 | Required | **U.S. Armed Forces Parent/Guardian** | This element identifies whether the student had a parent/guardian in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force at some time during the 2023-2024 school year.  Y = Yes, this student has a parent or guardian who was in the Armed Forces.  N = No, this student did not have a parent or guardian in the Armed Forces. |
| 37 | Required | **Homeless Student (PK-12)** | This element identifies whether the student enrolled in a public school and was identified as a homeless child or youth at any time during the regular 2023-2024 school year. See [Appendix E](#_Appendix_E:_Homeless_1) for the definition of a homeless student. Visit the [Homeless Educational Support](https://education.alaska.gov/ESEA/TitleVII-B) (education.alaska.gov/ESEA/TitleVII-B) webpage for additional information.  Please contact Adrianne Schwartz, the Education of Homeless Children and Youth program manager, at [adrianne.schwartz@alaska.gov](mailto:adrianne.schwartz@alaska.gov), should you have questions or require additional information.  **Y** = Yes, this student was identified as a homeless child or youth at some time during the regular 2023-2024 school year  **N** = No, this student was not identified as a homeless child or youth at some time during the regular 2023-2024 school year |
| 38 | Conditional (Homeless) | **Unaccompanied Homeless Youth** | This element indicates whether a homeless youth is also unaccompanied. An unaccompanied homeless youth is a young person not in the physical custody of a parent or guardian.  **Y** = Yes, this homeless student was an unaccompanied youth  **N** = No, this homeless student was not an unaccompanied youth |
| 39 | Conditional (Homeless) | **Homeless Student – Primary Nighttime Residence** | This element identifies a homeless student’s primary nighttime residence at the time of the initial identification of homelessness.  Note, students awaiting foster care placement may no longer be considered to be homeless after December 10, 2017.  **1** = Shelters, transitional housing  **2** = Doubled-up (*e.g.,* living with another family, couch surfing)  **3** = Unsheltered (*e.g.*, abandoned housing, cars, etc.)  **4** = Hotels, motels |
| *40* | *Conditional (Grade = 9, 10, 11, or 12)* | ***First Year in Ninth Grade*** | *This element identifies the year in which a student first attends ninth grade.*  *This element is required for all students in grades 9 to 12.*  *Format: YYYY-YYYY*  *Response Options:*  *2023-2024*  *2022-2023*  *2021-2022*  *2020-2021*  *2019-2020*  *2018-2019*  *2017-2018*  *2016-2017*  *If a student skips from a grade below 9 to a grade above 9, enter the year that corresponds to their first year in high school. For example, if a student skipped from grade 7 in 2022-2023 to grade 11 in 2023-2024, enter 2023-2024 for this data element. For the purposes of the Adjust Cohort Graduation Rate, students in this kind of scenario will still have four years to complete high school.* |
| 41 | Conditional (Graduates) | **Collegiate Performance Scholarship Eligibility** | This element identifies whether a graduate is eligible for the Alaska Performance Scholarship (APS) at the Collegiate level. Districts will review scholarship decision making criteria for each student to determine eligibility and award level. See [Appendix F](#_Appendix_F:_Alaska_1) for detailed information regarding APS eligibility.  **0** = Not eligible for an award  **1** = First Award Level (up to $4,755 per year)  **2** = Second Award Level (up to $3,566 per year)  **3** = Third Award Level (up to $2,378 per year) |
| 42 | Conditional (Graduates) | **Career/ Technical Performance Scholarship Eligibility** | This element identifies whether a graduate is eligible for the Alaska Performance Scholarship (APS) at the Career/Technical level. Districts will review scholarship decision making criteria for each student to determine eligibility and award level. See [Appendix F](#_Appendix_F:_Alaska_1) for detailed information regarding APS eligibility.  Please note that a student who qualifies for a Collegiate APS will qualify at a minimum at the same level for a Career/Technical APS.  **0** = Not eligible for an award  **1** = First Award Level (up to $4,755 per year)  **2** = Second Award Level (up to $3,566 per year)  **3** = Third Award Level (up to $2,378 per year) |
| 43 | Conditional (APS Eligible) | **Academic Option** | This element identifies whether an Alaska Performance Scholarship (APS) eligible student is qualified for APS funding through the Math and Science academic track, the Social Studies and Language academic track, or both.  **1** = Math and Science academic track  **2** = Social Studies and Language academic track  **3** = Both |
| 44 | Conditional (APS Eligible) | **Grade Point Average** | This element identifies the student’s grade point average, rounded to the nearest one hundredth of a point (*e.g.,* “3.25”), as used to determine eligibility for the Alaska Performance Scholarship. |
| 45 | Conditional  (1st Time 9th Grader) | **9th Grade On-Track** | This element is used to indicate if a first-time 9th grader earned one-quarter (1/4) of the credits required for graduation in their district.  Y = Student earned one-quarter (1/4) of the credits required to graduate in the district.  N = Student did not earn one-quarter (1/4) of the credits required to graduate in the district.  **Note:** If the school and district do not have enough information to determine whether or not a student has earned the appropriate credits required due to only being enrolled for a short amount of time while in ninth grade, they should be marked as ‘N’. Students that are not enrolled at a school for at least half of the academic year will not be included for accountability purposes. |
| *46* | *Conditional*  *(Grade = KG, 1, 2, or 3)* | ***Early Education Program*** | *Early education program (EEP) attended by students in grades KG to three. If the student did not attend an early education program, leave this data element blank.*  *1 = Attended a state-approved early education program (EEP)*  *2 = Attended a head start program*  *3 = Attended a private early education program*  *4 = Attended a district early education program*  *(not EEP)*  *5 = Attended an out of state early education program*  *6 = Parent refusal to disclose* |
| *47* | *Conditional*  *(Grade = KG, 1, 2, or 3)* | ***Non-progression Reason*** | *Reasons why a student in grade KG to three will not progress to the next grade in the following year. If a student will progress to the next grade, leave this data element blank.*  ***1*** *= Reading deficiency*  ***2*** *= Social emotional (does not need IEP)*  ***3*** *= Grades*  ***4*** *= Extended absences*  ***5*** *= Parent request*  ***6*** *= Superintendent discretion*  ***7*** *= Other (provide brief explanation in Notes column)* |
| *48* | *Conditional*  *(Grade = 3 and student expected to progress to grade 4)* | ***Reasons Progressed*** | *Means by which student progresses from grade three to four. If a student will not progress to grade four, leave this element blank.*  ***1*** *= Sufficient reading skills on screener*  ***2*** *= Parent/Guardian waiver*  ***3*** *= Sufficient reading skills on alternative screener*  *(the district is using a tool other than mCLASS DIBELS 8)*  ***4*** *= Reading portfolio*  ***5*** *= Superintendent discretion*  ***6*** *= District does not have sufficient information*  ***7*** *= Student repeated a grade in a previous year* |
| *49* | *Conditional*  *(Grade = 3 and student expected to progress to grade 4)* | ***Reading Skills Demonstrated*** | *How the student demonstrates sufficient reading skills to progress from grade three to four. If the student did not demonstrate sufficient reading skills, leave this data element blank.*  *See FAQ 80 about precedence of options.*  *Note that “at grade-level” means that the student was not reading deficient. See FAQ 75.*  ***1*** *= Summative assessment at grade-level*  ***2*** *= Screener at grade-level*  ***3*** *= Alternative screener at grade-level*  ***4*** *= Reading portfolio* |
| *50* | *Conditional*  *(Grade = 3 and student not proficient on literacy screener)* | ***Reading Deficiency Actions*** | *What actions were taken by the parent/guardian or school officials when a student is reading deficient on the literacy screener or alternative screener for students in grade three. If the student was reading deficient on the literacy screener or alternative literacy screener, leave this data element blank.*  ***1*** *= Not progressed - parent*  ***2*** *= Waiver to progress - parent*  ***3*** *= Not progressed - superintendent*  ***4*** *= Waiver to progress - superintendent* |
| *51* | *Conditional*  *(Grade = KG, 1, 2, or 3)* | ***Mid-year Progression*** | *Did a student that was in grades KG to three in the previous year and started the current year in the same grade progress to a higher grade between the first and last days of the school year? If there was no mid-year progression for a student, leave this data element blank.*  ***1*** *= Mid-year progression to grade 1*  ***2*** *= Mid-year progression to grade 2*  ***3*** *= Mid-year progression to grade 3*  ***4*** *= Mid-year progression to grade 4* |
| 52 | Conditional | **Notes** | Districts may use this field to make notes about data entered in the record, particularly to explain uncommon or unusual data.  Districts must use this field when an Other Language Type is reported in Element 25 or when Other Reason ELP Not Assessed is reported in Element 26.  This field may not be used as a substitute for entering required data in prior fields. |

# Appendix A: 4 AAC 07.060. Student Records

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

(1) subjects student has taken;

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

(3) units of credit earned;

(4) attendance records;

(5) scores student has recorded on standard tests taken; 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 B: Race/Ethnicity Descriptions

Source:

[National Center for Education Statistics](https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions) (nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions) – U.S. Department of Education, Office of Educational Research and Improvement

Also see [4 AAC 06.830 - Subgroups](https://www.akleg.gov/basis/aac.asp#4.06.830) and [4 AAC 06.899](https://www.akleg.gov/basis/aac.asp#4.06.899).

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

# Appendix C: English Learners

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

Definition of an English Learner (4 AAC 34.090(2)):

(2) “English learner” 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; or

(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

(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 English language arts, mathematics, and science under 4 AAC 06.737;

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

(iii) opportunity to participate fully in society;

(6) "outlying area" has the meaning given in 20 U.S.C. 7801(36) (Elementary and Secondary Education Act); the definition of "outlying area" set out in 20 U.S.C. 7801(36), as revised as of December 10, 2016, is adopted by reference.

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

(d) If, under (b) and (c) of this section, a district identifies a student as an English learner eligible for services under this chapter, the student remains identified as an English learner until the student obtains an overall composite score of 4.5 or higher on tier B or tier C of Assessing Comprehension and Communication in English State-to-State for English Language Learners, if that is the approved assessment under (c) of this section.

If an identified English learner has a disability that precludes assessment in one or more domains of ACCESS for ELLs, the identified English learner is eligible for English learner is eligible for alternate scoring under the department's Alternate Scoring Process Guide, 2021 edition, adopted by reference.

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

# Appendix D: Disability Definitions

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

# Appendix 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. For additional information please visit DEED’s [Homeless Educational Support](https://education.alaska.gov/ESEA/TitleVII-B) (education.alaska.gov/ESEA/TitleVII-B) webpage. You may also contact the Education of Homeless Children and Youth Program Manager, Adrianne Schwartz, via email at [adrianne.schwartz@alaska.gov](mailto:adrianne.schwartz@alaska.gov) or at 907-465-8721 if you have additional questions.

(Sec.725, McKinney-Vento Act – found in Title VII-B of Every Student Succeeds Act-ESSA)- The term “homeless children and youth” means:

* individuals who lack a **fixed**, **regular**, and **adequate** nighttime residence.

Examples of Homeless situations:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. Commonly called doubling-up.
2. Children and youth living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations.
3. Children and youth living in emergency or transitional shelters, abandoned in hospitals; or are awaiting foster care placement.
4. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
5. Unaccompanied youths or runaways. Children in this situation can be described as couch surfers, chronically spending a few nights at one friend’s home then moving on to another.

# Appendix F: Alaska Performance Scholarship Program

According to [4 AAC 43.010](http://www.akleg.gov/basis/aac.asp#4.43.010), the following information shall be provided to determine a student’s level of eligibility for the Alaska Performance Scholarship program (APS). Eligibility checklists for 2024 are available at the [Alaska Commission of Postsecondary Education’s website](https://acpe.alaska.gov/) (acpe.alaska.gov). Additional questions regarding APS eligibility should be directed to the APS Coordinator, Felicia Swanson, at [felicia.swanson@alaska.gov](mailto:felicia.swanson@alaska.gov) or (907) 465-2980.

Credits required in each subject for the Alaska Performance Scholarship.

|  |  |  |
| --- | --- | --- |
| Subject | Math and Science | Social Studies and Language |
| Science | 4 | 3 |
| Math | 4 | 3 |
| Social Studies | 4 | 4 |
| Language Arts | 4 | 4 |
| World Language | - | 2 |

On the Math and Science track, one unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for one unit in social studies. Both world languages courses must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language.

Academic achievement required for each of three levels of support.

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Level 1 | Level 2 | Level 3 |
| GPA | 3.5 or higher | 3.0 or higher | 2.5 or higher |
| ACTa | 25 | 23 | 21 |
| Old SATa | 1680 | 1560 | 1450 |
| New SATa | 1210 | 1130 | 1060 |
| WorkKeysb | Combination score of 13 or higher in the three tests and no score lower than 4 | Combination score of 13 or higher in the three tests and no score lower than 4 | Combination score of 13 or higher in the three tests and no score lower than 4 |

Students with ACT/SAT scores may elect to use Alaska Performance Scholarship for degree or certificate. Students with WorkKeys scores may use Alaska Performance Scholarship for a certificate only. A combined WorkKeys score of 13 or higher with no score below 4 is required in Applied Math, Graphic Literacy, and Workplace Documents. Scores must all come from the same version.

# Appendix G: 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 #74000). This header with data must be submitted as a CSV (comma delimited) or TXT (tab delimited) file through the SRM portal. Visit the DEED website for the [State Report Manager (SRM) User Guide](https://education.alaska.gov/Stats/Guides/SRM_Guide.pdf) (education.alaska.gov/Stats/Guides/SRM\_Guide.pdf) which provides details of the SRM submission process.

This file record layout is also available in Excel format on the [DEED Forms webpage](https://education.alaska.gov/forms) (education.alaska.gov/forms). Place “OASIS” in the Search by Form Title Keyword field. The form will be called 2024 Summer OASIS Column Heading Template.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element # | Element Name | Element Description | Type | Length | Status |
| 1 | AKSID | Alaska Student Identification Number | Number | 10 | Required |
| 2 | LocalID | District Student Identification Number | Number | 15 | Optional |
| 3 | LastName | Student Name – Last | Text | 35 | Required |
| 4 | FirstName | Student Name – First | Text | 35 | Required |
| 5 | MiddleName | Student Name – Middle (or Initial) | Text | 35 | Optional |
| 6 | Suffix | Name Suffix | Text | 8 | Optional |
| 7 | City | City/Town/Village | Text | 30 | Required |
| 8 | Zip | Zip Code | Number | 5 | Required |
| 9 | BirthDate | Birth Date | Date | 8/10 | Required |
| 10 | Gender | Gender | Text | 1 | Required |
| 11 | Race | Race or Ethnicity | Number | 1 | Required |
| 12 | SchoolID | School Identification Number | Number | 6 | Required |
| 13 | Grade | Student Grade Level | Text | 2 | Required |
| 14 | Disability | Disability Code | Number | 2 | Required |
| 15 | IEPJuly1 | IEP in Place on July 1 | Y/N/X | 1 | Required |
| 16 | TransGenEd | Transfer to General Education | Y/N/X | 1 | Required |
| 17 | TransGenEdDate | Date of Transfer to General Education | Date | 8/10 | Conditional |
| 18 | 504Status | 504 Plan in Place - End of Membership | Y/N | 1 | Required |
| 19 | EntryDate | Entry Date | Date | 8/10 | Conditional |
| 20 | EntryType | Entry Type | Number | 2 | Required |
| 21 | ExitDate | Exit/Withdrawal Date | Date | 8/10 | Conditional |
| 22 | ExitType | Exit/Withdrawal Type | Number | 2 | Required |
| 23 | EnrolledLastDay | Enrolled on Last Day of School | Y/N | 1 | Required |
| 24 | EL\_Status | English Learner Status | Text | 2 | Required |
| 25 | EL\_Language | Bilingual/English Learner Language | Number | 2 | Required |
| 26 | ELPNotAssessed | ELP Not Assessed Reason | Number | 1 | Conditional |
| 27 | AgDA | Aggregate Days of Attendance | Number | 6 | Conditional |
| 28 | AgDM | Aggregate Days of Membership | Number | 3 | Conditional |
| 29 | FullDayUnexcused | Full Days of Unexcused Absences | Number | 3 | Conditional |
| 30 | EconDisadv | Economically Disadvantaged Student | Y/N | 1 | Required |
| 31 | Migrant | Migrant | Y/N | 1 | Required |
| 32 | Title1 | Served by Title IA, Targeted Assistance | Y/N | 1 | Required |
| 33 | Immigrant | Immigrant Student | Y/N | 1 | Required |
| 34 | USEntryDate | First US Entry for Immigrant Student | MM/YY | 5/7 | Conditional |
| 35 | ActiveDuty | Active Duty Parent/Guardian | Y/N | 1 | Required |
| 36 | ArmedForces | U.S. Armed Forces Parent/Guardian | Y/N | 1 | Required |
| 37 | Homeless | Homeless Student | Y/N | 1 | Required |
| 38 | Unaccompanied | Unaccompanied Homeless Youth | Y/N | 1 | Conditional |
| 39 | HomelessRes | Homeless Student Night Residence | Number | 1 | Conditional |
| 40 | *FirstInNinth* | *First Year in Ninth Grade* | *Text* | *9* | Conditional |
| 41 | CollegiateEligibility | Collegiate APS Eligibility | Number | 1 | Conditional |
| 42 | CareerEligibility | Career/Technical APS Eligibility | Number | 1 | Conditional |
| 43 | AcademicOption | APS Academic Option | Number | 1 | Conditional |
| 44 | GPA | Grade Point Average | Number | 4 | Conditional |
| 45 | NinthGradeOnTrack | 9th grade student earned ¼ credits | Y/N | 1 | Conditional |
| *46* | *EarlyEdProgram* | *Type of early education program student attended* | *Number* | *1* | *Conditional* |
| *47* | *NonProgressionReason* | *Reason why student will not progress to next grade* | *Number* | *1* | *Conditional* |
| *48* | *ReasonsProgressed* | *Means student progresses from grade 3 to 4* | *Number* | *1* | *Conditional* |
| *49* | *ReadingSkills* | *How reading skills were demonstrated* | *Number* | *1* | *Conditional* |
| *50* | *ReadingDeficiencyActions* | *Actions taken for reading deficient students* | *Number* | *1* | *Conditional* |
| *51* | *MidYearProgression* | *Reason for a mid-year grade progression* | *Number* | *1* | *Conditional* |
| 52 | Notes | Notes | Text | 100 | Conditional |

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

The SRM System Validation Rules check for errors that compromise data quality. The rules ensure that the data you enter meet the data collection standards before you are permitted to complete your submission. The rules commonly check that the type of data that has been entered is correct (e.g., was a number entered when text was expected), that the data entered come from the option set (e.g., was a numbered code used that is not permitted for a given data element), and checking that the data entered maintains continuity with data entered in another data element (e.g., Days of Attendance (AgDA) cannot exceed Days of Membership (AgDM) or in a prior year (e.g., an EL student that was coded as M1 last year, must be M2 this year).

When rules are violated, they generate either an error or a warning. If an error is generated, you will be required to resolve it before you can complete your submission. When a warning is generated, we strongly advise that you double check your data to ensure that it is correct.

| 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 | EL Status is Invalid | The EL Status code must be in the option set EL Status |
| 74214 | Error | EL Language is Invalid | EL Language must be one of the values in the option set |
| 74215 | Error | 504 Status is Invalid | 504 Status must be Y or N |
| 74216 | Error | Is Economically Disadvantaged is Invalid | “Is Economically Disadvantaged” must be Y or N |
| 74217 | Error | Title I Value is Invalid | The value for Title I must be Y or N |
| 74218 | Error | Is Immigrant is Invalid | The value for “Is Immigrant” must be Y or N |
| 74219 | Error | Is Homeless is Invalid | The value for “Is Homeless” must be Y or N |
| 74220 | Error | Homeless Residence is Invalid | The value for “Homeless Residence” must be one of the options in the option set or blank |
| 74221 | Error | Invalid Migrant | Migrant must be Y or N |
| 74222 | Error | Invalid *First Year in Ninth Grade* | The value for *First Year in Ninth Grade* 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 1-10 |
| 74228 | Error | Active Duty Parent/Guardian value invalid | The value for ActiveDuty must be either Y or N |
| 74229 | Error | Disability and 504Status Mismatch | If Disability is 2-14 then 504Status must be N |
| *74230* | *Error* | *NinthGradeOnTrack must be blank, Y, or N* | *NinthGradeOnTrack must be either Y, N, or left blank* |
| 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. |
| 74407 | Error | Invalid FullDayUnexcused | FullDayUnexcused must be blank or greater than or equal to zero |
| 74408 | Error | AgDM Format is Invalid | AgDM must be blank or a whole number (integer) greater than or equal to zero |
| 74501 | Warning | Open School With No Students | The open school serves at least one of the grades PK-12 but does not have any students |
| 74502 | Warning | Served Grade Without Students | The grade is served by school but no students are assigned for that grade |
| 74503 | Error | Submission Without Students | There must be at least one record in the district submission |
| 74505 | Error | A Title I Targeted Assistance School Has No Students Targeted for Assistance | Title I Targeted Assistance schools must have at least one student targeted for assistance |
| 74506 | Warning | A Title I Targeted Assistance School Has Every Student Targeted for Assistance | Title I Targeted Assistance schools should not have every student targeted for assistance |
| 74507 | Error | School Does Not Have Any Students Served for Complete School Year | The school does not have any students with reported AgDM = the number of reported days of student membership on the school calendar (except youth facilities) |
| 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 | ELLanguage Mismatch | Student is flagged as EL (L1, LP, or LT) but the Bilingual/English Learner Language type says “Not an English Learner” (code 99) |
| 74706 | Error | Aggregate Attendance > Aggregate Membership | The student’s days in attendance must be less than or equal to the days in membership |
| 74707 | Error | Disability – IEP on July 1 Mismatch | If Disability Code is 0, then IEP in Place July 1 must be X. If Disability Code is 2-14 then IEP on Place July 1 must be Y or N. |
| 74709 | Error | Missing FullDayUnexcused | FullDayUnexcused is required for grades KG-12 |
| 74710 | Error | Other Language Type Missing | The Bilingual/English Learner Language Type was selected as “Other.” Enter the Language Type in the Notes field. |
| 74711 | Error | Missing Homeless Residence | The student was identified as Homeless but no Primary Nighttime Residence has been selected |
| 74712 | Error | Days Attendance More Than Possible | Days Attendance more than possible*,* including the aggregate count for students with more than one enrollment period |
| 74713 | Error | Days Membership More Than Possible | Days Membership more than possible, including the aggregate count for students with more than one enrollment period |
| 74714 | Error | Full Day Absences Exceeds Total Days Absent | The number of Full Day Unexcused Absences must be less than or equal to the Aggregate Days of Membership minus the Aggregate Days of Attendance |
| 74715 | Error | Returning Student Not Enrolled on Last Day of School | Students with ExitType = 13 or 14 must also be enrolled on the last day of school |
| 74716 | Error | Transfer Without Date | Students who transfer back to general education from special education (Transfer to General Ed = Y) must have a Transfer to General Ed Date |
| 74717 | Error | Missing Exit/Withdrawal Date | The Exit/Withdrawal Date is required unless Entry Type is 0 – Non Enrolled Student |
| 74718 | Error | Immigrant Without Entry Date | The student was flagged as being an immigrant but the Immigrant US Entry date is empty |
| 74719 | Error | Transfer to General Ed – Disability Mismatch | If Disability code is 0, then Transfer to General Ed must either be an X or Y, but if Disability code is 2-14, then the Transfer to General Ed must be Y or N. |
| 74720 | Error | Invalid Summer Drop Entry or Exit | Summer drop-outs (Exit Type 0) must have entry type 0 (not enrolled) and cannot have an entry or exit date |
| 74721 | Error | Missing Entry Date | The entry date is required for all enrolled students (entry type does not equal 0) |
| 74722 | Error | Invalid Exit for 12th Grader | A student in 12th grade cannot be assigned an exit code of 14. This is reserved for students in grades PK-11. |
| 74723 | Error | Invalid Notes when ELLanguage = 30 | When ELLanguage = 30, then Notes cannot contain the following words: English, Ethiopia, Hispanic, Other |
| 74724 | Error | Exit Type/Grade Level Mismatch (Grade) | If Exit Type = 13 then Grade must be 12 |
| 74725 | Error | Homeless Residence for non-Homeless Student | If Homeless Resident has a value, then Homeless Student must = “Y” |
| 74726 | Error | Exit Type Grade Level Mismatch (Grade) II | If Exit Type = 7, 15, 20, or 21 then Grade must be 9, 10, 11, or 12 |
| 74728 | Error | Invalid Other Reason ELP Not Assessed | When ELP Not Assessed Reason = 9 (Other Reason) then Notes cannot contain the word Other |
| 74729 | Error | Invalid TransGenEdDate Reported | If TransGenEd = N or X then TransGenEdDate must be blank |
| 74730 | Error | ELP Not Assessed for Other Reason Must Have a Note | If ELPNotAssessed = 9 then Notes must not be blank |
| 74732 | Error | Targeted Assistance School Mismatch | Student Title I = Y but school is not a Targeted Assistance school |
| 74733 | Error | Student cannot earn diplomas from two schools | When a student graduates with two enrollments in your district, assign Exit Type 7 to (only) one school. Use Exit Type 17 for the other school and put “Graduate” in the Notes. |
| 74734 | Error | Student Reported as Graduate in Two Records | A student may not have two records with graduation codes (ExitType = 7, 15, 22) |
| 74735 | Error | *First Year in Ninth Grade* is Missing | *First Year in Ninth Grade* is required if Grade Level is 9, 10, 11, or 12. |
| 74736 | Error | APS data provided for Non-Graduate | These data should only be provided for graduates – i.e., those with Exit Type = 7, 15, or 22 |
| 74737 | Error | Missing Graduate Data | When ExitType = 7, 15, or 22, then CollegiateEligibility and CareerEligibility must be reported |
| 74738 | Error | APS Reported for Non-qualifying Graduate | If College Eligibility = 0 and Career Eligibility = 0 then Academic Option and GPA must be blank |
| 74739 | Error | APS Academic Option Not Identified | If Collegiate Eligibility not equal to 0 and is not blank or Career Eligibility not equal to 0 and is not blank then Academic Option must = 1, 2, or 3 |
| 74740 | *Error* | *Mismatch First Year in Ninth Grade to database* | *First Year in Ninth Grade submitted does not match value in database* |
| 74741 | Error | Non-Student Membership or Attendance | Non-Student (Entry Type = 0) cannot have Aggregate Membership or Aggregate Attendance |
| 74742 | Error | Returning Special Education Certificate Recipient Who Is Not Disabled | Student listed as exited as a returned special education student (Exit Type = 18), but the student is not shown as disabled (Disability not in 2-14) |
| 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 | *First Year in Ninth Grade* for Older Student | Warning if *First Year in Ninth Grade* implies 7-year grad or longer |
| 74746 | Error | Student Reported as Dropout with No Entry or Exit Date | A student with ExitType = 12 must have an EntryType not equal to 0 and not blank values in both EntryDate and ExitDate |
| 74747 | Error | Unaccompanied is Required when Homeless = Y | When Homeless = Y, then a valid Unaccompanied value must be present |
| 74748 | Error | When Homeless = N, then Unaccompanied must be blank | When Homeless = N, then Unaccompanied must be blank |
| 74749 | Error | Invalid ELPNotAssessed Value Reported | ELPNotAssessed value must be blank when ELStatus = LT, M1, M2, M3, M4, or X |
| 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 ExitType with Grade AD | If Grade = AD, then EntryType must equal 0 |
| 74756 | Warning | Student Reported as English Learner in Participation Rate Must Be Reported as English Learner in Summer OASIS | A student identified as an English Learner (L1, LP) in Participation Rate must be reported as an English Learner (L1, LP, LT) in Summer OASIS |
| 74757 | Error | Ineligible Student Reported with English Learner Language Code | A student identified as not an English Learner (M1, M2, M3, M4, X) must have ELLanguage = 99 |
| 74758 | Error | Student Entered School After Graduation | A student may not have a record with an EntryDate more recent than the ExitDate of the student’s reported graduation |
| 74759 | Error | Enrolled Last Day Does Not Match School Calendar | A student is reported as EnrolledLastDay = Y, but ExitDate does not equal the last day of school reported on the school calendar |
| 74760 | Error | Not Enrolled Last Day Does Not Match School Calendar | A student is reported as EnrolledLastDay = N, but ExitDate equals the last day of school reported on the school calendar |
| 74761 | Error | Requirements for Reported Career APS Eligibility of 1 Not Met | If Career Eligible = 1 then GPA >= 3.50 |
| 74762 | Error | Requirements for Reported Career APS Eligibility of 2 Not Met | If Career Eligible = 2 then GPA >= 3.00 |
| 74763 | Error | Requirements for Reported Career APS Eligibility of 3 Not Met | If Career Eligible = 3 then GPA >= 2.50 |
| 74764 | Error | Duplicate Enrollment | Student cannot have two overlapping records at the same school |
| 74765 | Error | K-12 Student in Fall OASIS not submitted in Summer OASIS | Student is included in Fall OASIS, enrolled in K-12, and has Days > 0 |
| 74766 | Error | Student reported in Participation Rate but not Summer OASIS | Student who was enrolled on first day of testing must also be included in Summer OASIS |
| 74767 | Warning | Grade level reported in Fall OASIS does not match grade level reported in Summer OASIS | Student’s reported grade level differs from Fall OASIS reporting |
| 74768 | Error | Migrant Mismatch with Migrant Student Database (Error) | When Migrant = Y, student must be in Migrant Student Database; when Migrant = N, student must not be in Migrant Student Database in the indicated district |
| 74769 | Warning | Migrant Mismatch with Migrant Student Database (Warning) | When Migrant = N, the student is enrolled in a served district, and the student is listed in the Migrant Student Database as a served student in another district |
| 74770 | Warning | Date of Birth Mismatch with Migrant Student Database | The date of birth in the Migrant Student Database does not match the date of birth in the Summer OASIS record |
| 74771 | Error | School must have students enrolled on the last day of membership | A school must not have all students identified as EnrolledLastDay = N |
| 74773 | Error | A student reported in membership in Fall OASIS must have membership in Summer OASIS | A KG-12 student reported with Days > 0 in Fall OASIS must have at least one record where EntryType not equal to 0 and where AgDA and AgDM are both > 0 |
| 74774 | Error | Student reported in Participation Rate but has no membership in Summer OASIS | Student who was enrolled on first day of testing must have AgDA > 0 and AgDM >0 and EntryType not equal to 0 |
| 74775 | Warning | EL Language Mismatch to Prior Summer OASIS | EL Language does not match most recent year’s Summer OASIS entry (except when current year’s EL Status = L1 or M1) |
| 74776 | Error | Invalid EL Status for KG Student | First time KG students must have an EL Status = L1, LT, or X |
| 74777 | Error | Invalid EL Status for Grade 1 Student | First time Grade 1 students must have an EL Status =L1, LT, LP, M1, or X |
| 74779 | Error | When Grade = AD, ExitType must be 22 | When Grade = AD, ExitType must be 22 |
| 74780 | Error | EL Status Mismatch to Prior Year I | Any prior and current Summer OASIS EL Status = L1 and current EL Status = L1 |
| 74781 | Warning | EL Status Mismatch to Prior Year II | Any prior Summer OASIS EL Status = M1, M2, M3, or M4 and current EL Status = L1, LP, or LT |
| 74782 | Error | When ExitType = 22 Grade must be AD | When ExitType = 22, Grade must be AD |
| 74784 | Warning | EL Status Mismatch to Prior Year III | Most recent year’s Summer OASIS EL Status = L1 or LP and current EL Status not equal to LP or LT |
| 74785 | Warning | EL Status Mismatch to Prior Year IV | Most recent year’s Summer OASIS EL Status = LT and current EL Status not equal to M1 |
| 74786 | Warning | EL Status Mismatch to Prior Year V | Most recent year’s Summer OASIS EL Status = M1 and current EL Status not equal to LP or M2 |
| 74787 | Warning | EL Status Mismatch to Prior Year VI | Most recent year’s Summer OASIS EL Status = M2 and current EL Status not equal to LP or M3 |
| 74788 | Warning | EL Status Mismatch to Prior Year VII | Most recent year’s Summer OASIS EL Status = X and current EL Status not equal to L1, or X |
| 74790 | Error | GPA must be blank unless CareerEligibility = 1, 2, or 3 | GPA must be blank unless CareerEligibility = 1, 2, or 3 |
| 74793 | Error | Student Returned for Special Education Services without Receiving a Certificate | Students with ExitType = 18 must have received an ExitType =20 or 21 in a prior year’s Summer OASIS submission |
| 74794 | Error | Student with ExitType 22 invalid | A student with ExitType = 22 must have a blank EntryDate, EntryType = 0, and be reported at the same school where reported in the 2015 or 2016 Summer OASIS with ExitType = 19 |
| 74795 | Error | Student ExitType Reported in Prior and Current Years Summer OASIS Invalid | A student reported in a prior year’s Summer OASIS with ExitType 7, 8, 15, 16, 22, 98, or 99 cannot be reported in the current year’s Summer OASIS file |
| 74797 | Error | Student must be at least 19 years old | If Disability = 0 and Exit Type = 11, then a student must be at least 19 years old on September 1 |
| *74798* | *Error* | *Student must be at least 21 years old* | *If Disability is not 0, and ExitType = 11, then a student must be at least 21 years old on September 1* |
| 74901 | Error | Exit Date Before Entry Date | The Exit Date is before the student’s Entry Date |
| 74902 | Error | Entry Date Before First Day of School | The student’s entry date is before the registered school opening day |
| 74903 | Error | Exit Date After Last Day of School | The student’s exit date is after the registered school closing day |
| 74904 | Error | Entry Date Before Birth Date | The student’s school entry date is before the student’s date of birth |
| 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. If TransGenEdDate is not null, no errors shall occur. If TransGenEdDate is null, then an error will occur. |
| 74993 | Warning | EL Status mismatch to prior year VIII | Most recent year’s Summer OASIS EL Status = M3 and current EL Status is not equal to LP or M4 |
| 74997 | Warning | Student no longer needing special education services | This student was coded with a disability code (2-14) in the prior year Summer OASIS at the same district with TransGenEd = Y. If the student continues to no longer qualify for special education services, the disability code should be reported as Disability = 0, with TransGenEd = Y, and the TransGenEdDate cannot be blank. |
| 74998 | Error | Disability Code and Transfer to Gen Ed Date - Mismatch | If Disability code = 0, and TransGenEd = "Y", then the TransGenEdDate must be between 7/1/21 to 6/30/23.  Or  If Disability code is 2-14, and TransGenEd = "Y", then the TransGenEdDate must be between 7/1/23 to 6/30/24. |
| 74908 | Error | Transfer to General Ed Year 1 – Mismatch | A student who has exited SpEd services in the prior year should be reported as Disability Code = 0 and TransGenEd = Y one year after they have transferred to general education.  This rule does not apply if the student was not at the same district last year. |
| 74909 | Error | Transfer to General Ed Year 2 – Mismatch | A student who has exited SpEd services two years prior should be reported as Disability code = 0 and TransGenEd = Y two years after they have transferred to general education.  This rule does not apply if the student was not at the same district for that last two consecutive years. |
| 74911 | Error | Transfer to Gen Ed Date Mismatch | A student who has exited SpEd services in the prior year should have the same TransGenEdDate for the next two school years.  This rule does not apply if the student was not at the same district for that last two consecutive years. |
| 74912 | Error | Transfer to Gen Ed Date Mismatch – Date is older than two years | A transfer to gen ed date cannot be prior to 07/01/2021. |
| 74913 | Error | Transfer to Gen Ed Date Has Not Yet Occurred – Future Date | A transfer to gen ed date cannot be after 06/30/2024. |
| 74914 | Error | Transfer to Gen Ed Must Be Y | The student was reported as SPED in the previous year (disability codes 2-14) or with a disability code of 15 in the same district, and must be reported as TransGenEd = Y, and the TransGenEdDate cannot be blank. |
| 74999 | Error | Prior Year Exit Type was 11 | If a student reaches maximum age for services (20 for general education and 22 for special education) and received an Exit Type of 11 in a prior Summer OASIS, then this student cannot be reported in this year’s Summer OASIS. |
| 75000 | Warning | Immigrant more than 4 years | The ‘Immigrant Student-First US School Entry Date’ provided by the district is four or more years before the last day of the current school year (6/30/2024). A student cannot be counted as an immigrant for more than three full academic years. |
| 75001 | Error | 9th Grade On-Track not supplied for first-time 9th grader I | If a student was in 8th grade in the prior year’s Summer OASIS and in 9th grade this year, and the value supplied for *First Year in Ninth Grade*, data element *40*, is current year (i.e., 2023-2024), then 9th Grade On-Track**,** data element 45, must be Y or N, otherwise, it must be left blank. |
| 75002 | Error | 9th Grade On-Track not supplied for first-time 9th grader II | If a student was not in the prior year’s Summer OASIS, is in 9th grade in current Summer OASIS, and the value supplied for *First Year in Ninth Grade*, data element *40*, is current year (i.e., *2023-2024*), then 9th Grade On-Track, data element 45, must be Y or N, otherwise, it must be left blank. |
| 75004 | Warning | Grade not as expected based on prior year grade | The grade is not the prior year’s Summer OASIS grade plus 1 (natural grade progression). |
| 75005 | Error | Summer Transfer or Dropout Reported | If the student is entered as a summer transfer/dropout at a given school, then they must have appeared in that school in the prior year’s Summer OASIS with the most recent exit type being 13 or 14. |
| 75006 | Warning | EL Status mismatch to prior year VIV | Most recent year’s Summer OASIS EL Status = M4 and current EL Status is not equal to LP or X. |
| 74227 | Error | U.S. Armed Forces Parent or Guardian value is invalid | The value for the Armed Forces Parent or Guardian status must be either Y or N. |
| 74702 | Error | Active Duty = Y and U.S. Armed Forces = N is not allowed | If Active Duty is Y, U.S. Armed Forces must be Y. |
| *74002* | *Warning* | *Early education program or non-progression reason is missing* | *The early education program attended by students and non-progression reason are required for students in grades KG to 3* |
| *74003* | *Error* | *Early education program or non-progression reason reported for unexpected grade* | *The early education program attended by students and non-progression reason should be provided for students in grades KG to 3 only* |
| *74231* | *Error* | *Early education program reported is not in the option set* | *The value entered for early education program can only be one of the values from 1 to 6* |
| *74232* | *Error* | *Non-progression reason is not in the option set* | *The value entered for non-progression reason can only be one of the values from 1 to 7* |
| *74004* | *Warning* | *Progress from grade 3 to 4 is missing* | *The means by which a student progresses from grade 3 to 4 should be provided for students in grade 3* |
| *74005* | *Error* | *Progress from grade 3 to 4 for unexpected grade* | *The means by which a student progresses from grade 3 to 4 should not be provided for students in grades PK to 2 and 4 to 12* |
| *74233* | *Error* | *Progress from grade 3 to 4 means is not in the option set* | *The value entered for progress from grade 3 to 4 can only be one of the values from 1 to 7* |
| *74011* | *Error* | *Student did not demonstrate sufficient reading skills to progress* | *Students that did not demonstrate sufficient reading skills (Reading Skills Demonstrated left blank and Grade = 3) can only be coded as 2, 5, or 6* |
| *74009* | *Error* | *Mismatch between Reasons Progressed and Reading Skills Demonstrated* | *If codes 1, 3, or 4 are reported for Reasons Progressed, Reading Skills Demonstrated cannot be left blank* |
| *74006* | *Warning* | *Demonstration of sufficient reading skills is missing* | *How a student demonstrates sufficient reading skills to progress from grade 3 to 4 must be provided for students in grade 3* |
| *74007* | *Error* | *Demonstration of sufficient reading skills for unexpected grade* | *How a student demonstrates sufficient reading skills to progress from grade 3 to 4 should not be provided for students in grades PK to 2 and 4 to 12* |
| *74234* | *Error* | *Demonstration of sufficient reading skills reported is not in the option set* | *The value entered for demonstration of sufficient reading skills can only be one of the values from 1 to 4* |
| *74010* | *Warning* | *Action taken for reading deficiency is missing* | *The actions taken by a parent/guarding or school official when student is reading deficient in reading must be provided for students in grade 3* |
| *74008* | *Error* | *Reading Deficiency Actions reported for unexpected grade* | *Reading Deficiency Actions should not be provided for students in grades PK to 2 and 4 to 12* |
| *74235* | *Error* | *Reading Deficiency Actions reported is not in the option set* | *The value entered for Reading Deficiency Actions can only be one of the values from 1 to 5* |
| *74727* | *Warning* | *Mid-year progression missing* | *Student’s mid-year progression status must be reported for students that started the year in grades KG to 3 when they were in the same grade in the previous year* |
| *74708* | *Error* | *Mid-year progression reported for unexpected grade* | *Student’s mid-year progression status should not be reported for students that started the year in grades 4 to 12 or when typical progression occurred for students in grades KG to 3* |
| *74236* | *Error* | *Mid-year progression reported is not in the option set* | *The value entered for mid-year progression can only be one of the values from 1 to 4* |



# Appendix I: A Guide to Frequently Asked Questions

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

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

By collecting information at the student-level we can aggregate data for counts, calculate indicator rates and link to other student-level databases. Erroneously reported end of year data can be especially damaging to the school district’s dropout, graduation, and attendance rates.

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

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

## AgDA/AgDM Questions

1. **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 2023-2024 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, 2023 - June 30, 2024).

**Stop counting on the last day that the student was officially enrolled.** When counting the total number of days that a student was enrolled, **do not include** Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Workdays, and Parent Teacher Days. These days do not count toward the minimum requirement.

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

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

**AgDA (aggregate days of attendance)** is the total number of days that a student attended school during the 2023-2024 school year. Begin counting with the first day that the student attended school during the current school year (July 1, 2023 - June 30, 2024). **Do NOT start counting before the official first day that students attended** - check the official school calendar. Skip days that the student was absent and stop counting on the last day that the student attended or the official last day of school that students attended. **Include the last day of school, if the student was in attendance.** When counting the total number of days that a student attended school, do not include Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Workdays, 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.

1. **How are days of attendance and membership for Pre-K students reported?**

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

1. **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](https://education.alaska.gov/publications/StudentDataReportingManual.pdf) (education.alaska.gov/publications/StudentDataReportingManual.pdf).

**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" schoolwork 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.

1. **How are partial days of membership calculated?**

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

1. **Why aren’t Inservice Days included in the AgDA and AgDM calculations?**

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

Aggregate Days of Attendance and Aggregate Days of Membership calculations are defined by the following Alaska Administrative Code:

4 AAC 06.895 Report card to the public

(i) Each school shall compute and report the information required by AS 14.03.120 (d)(5) and this section as follows:

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

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

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

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

## Special Education Questions

1. **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.

Note that disability codes 15 and 16 have now been removed from Summer OASIS beginning SY 2022-2023. For information on how to report students who have transferred to general education for the next two years, please refer to FAQ #14.

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

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

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

Only students who had an IEP in place *in Alaska* on July 1, 2023 should be reported with a Y in this field.

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

If a student had an IEP sometime during the school year and then transferred to general education at any point during the school year before June 30, 2024, enter Y in the Transfer to General Education field. This means the student is still in school, but no longer receiving special education services. This also applies to students for whom consent for special education services has been revoked, either by the parent or by a student who is 18 years of age or older.

Students who leave special education because they left school (graduated, dropped out, etc.) should NOT be marked Y based on those exit events.

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

1. **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 22, receive an Exit Type of 11 (reached maximum age for services and did not receive a diploma or certificate of achievement). If the student will continue to receive SpEd services, use Exit Type 13.

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

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

1. ***How do we report students who have transferred to general education within the next two years?***

*In the past, districts have used disability codes 15 and 16 to report students after one and two years of transferring to general education, respectively. Beginning SY 2022-2023, districts will now report students who have transferred to general education by using the TransGenEd and TransGenEdDate data elements.*

*Districts will need to consistently report the student as TransGenEd = “Y” and also use the date that was initially reported in the TransGenEdDate element when that student has exited SpEd services for the first time during the next two reporting years.*

*To better explain the change, below is an example on how to report students transferring to general education beginning SY 2022-2023:*

* *A student started the school year with a disability code of 6, and when they were re-evaluated, it was determined that the student does not need SpEd services anymore. The student exited SpEd on 01/25/23.*

|  |  |  |  |
| --- | --- | --- | --- |
| SchoolYear | DisabilityCode | TransGenEd | TransGenEdDate |
| 2022-2023 | 6 | Y | 1/25/2023 |
| 2023-2024 | 0 | Y | 1/25/2023 |
| 2024-2025 | 0 | Y | 1/25/2023 |
| 2025-2026 | 0 | X |  |

*Note that districts are responsible in tracking the students who have transferred to gen ed for the next two years. In the event that the student is re-evaluated and it was determined that they need to return to receiving SpEd services, this should be reported in your district’s Summer OASIS by providing the new disability information that came from the re-evaluation and the student will no longer be reported as a transfer to gen ed.*

*After the next two reporting periods and the student is still not receiving SpEd services after their initial exit, then they should be reported as how you would report a student who is not receiving SpEd services (DisabilityCode = 0, TransGenEd = N, and the TransGenEdDate is blank).*

*Students who have transferred to gen ed in School Years 2020-2021 and 2021-2022 should be reported as TransGenEd = “Y” for SY 2022-2023 and their TransGenEdDate should be consistent with the date that was initially reported when they have first exited SpEd services. Below is an example on how to report a student who transferred to gen ed prior to SY 2022-2023:*

* *A student transferred to gen ed in SY 2021-2022. The district reported the student in their SY 2021-2022 Summer OASIS with a Disability Code = 5, TransGenEd = “Y”, and TransGenEdDate = 02/22/2021. If this student is still currently enrolled in the same district, they must be reported with a Disability code = 0, TransGenEd = “Y”, TransGenEdDate = 02/22/2021 for the 2022-2023 reporting period.*

|  |  |  |  |
| --- | --- | --- | --- |
| SchoolYear | DisabilityCode | TransGenEd | TransGenEdDate |
| 2020-2021 | 5 | Y | 02/22/2021 |
| 2022-2023 | 0 | Y | 02/22/2021 |
| 2023-2024 | 0 | Y | 02/22/2021 |
| 2024-2025 | 0 | X |  |

*If you need a list of students whom you have reported as transferred to gen ed for these two previous school years, please contact John Jones at* [*john.jones2@alaska.gov*](mailto:aiko.zaguirre@alaska.gov)*.*

1. **How can we correct the Transfer to Gen Ed date of a student?**

If your district has misreported a transferred to gen ed date when the student initially exited SpEd services, notify DEED of the mistake, put in the incorrect date in the TransGenEdDate and write the correct date in the Notes field. This would prevent you from getting an error in SRM and also allow you to provide the correct date to the department.

## Completion Questions

1. **How should I code a student who is recorded as a graduate from two schools?**

If your district has graduates who are enrolled in another Alaskan school, a graduation Exit Type, 7 or 15, must be assigned to only one of the schools that the student attends. Use Exit Type of 17 for the enrollment record at the other school. (This question refers to Element 22 – Exit/Withdrawal Type.) 4 AAC 09.040 (e)

1. **Should a student be reported as a graduate if it is known that the student graduated from another 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.

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

The district should use exit code 7 and the final date the student attended classes. Please note that students cannot re-enroll following the receipt of a diploma. An error will be generated for a student who is reported as a mid-year graduate then returns for additional services later in the school year.

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

If your district has students graduating with a diploma during the prior summer (July 1, 2023 to the beginning of school, fall 2023), 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.

1. **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.”

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

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

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

If individual errors are discovered, they are to be reported to DEED no later than August 15. DEED will not accept changes to a student’s reported graduation status after this date to allow a student to be included on the following year’s Fall OASIS report or to receive an Alaska Performance Scholarship.

To assist districts to accurately assess whether their graduating class has been correctly reported, all districts will receive cohort rosters in early August. These rosters provide information regarding which students are part of the district’s cohort group and whether they were reported to DEED as graduates. Districts will be given the time to review their cohort rosters and request for adjustments, if any.

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

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

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

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

1. **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.

1. **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 2016 (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 blank 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.

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

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

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

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

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

A certificate should not be deferred. A diploma or a Certificate of Completion signals the end of services; however, a Certificate of Attendance does not. If a certificate holder returns for SPED services, the district will code the student with an Exit Type of 18 in subsequent Summer OASIS files.

Beginning in SY 2021-2022, students who have previously received a Certificate of Attendance may now also receive a Certificate of Completion. If a student has received a Certificate of Attendance during SY 2021-2022, returned to school, and have completed their IEP goals during SY 2022-2023, they can now be awarded with a Certificate of Completion. In the past, a student who is reported as receiving a Certificate of Attendance could not later be reported as receiving a Certificate of Completion, although districts were still encouraged to issue a Certificate of Attendance once achieved.

## Dropout Questions

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

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

* Pursuing GED
* Administrative drop
* Entering military without receiving a diploma
* Employment
* Expulsion
* Failing
* Family problems
* Pregnancy
* Alcohol or drug dependency
* Prolonged illness
* Transfer into non-district sponsored home schooling
* Transfer into any academic program that does not terminate in a diploma
* Truancy
* Unknown reason for withdrawal and no formal request for transfer or school records

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

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

A student who leaves school with a certificate of attendance in lieu of a high school diploma, returns to school within the same reporting year, and then drops out in the same reporting year will be counted as a dropout for the year.

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

A student who completed the 2022-2023 school year but did not return to school at the beginning of the 2023-2024 school year and who did not have a formal transcript request or confirmed transfer event should be reported as a Summer Dropout with an Entry Type of 0 and Exit Type of 0. Leave the Entry Date and Exit Date fields blank. Summer Dropouts who are reported with an Exit Type of 12 will trigger an error.

Please note that if a student transferred out of a school in the previous school year and did not attend that school in the current school year, then there should be no entry for that student at that school in the current Summer OASIS.

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

A dropout is only counted once in the dropout rate numerator. Once all Summer OASIS files are received, student dropouts will be deleted from the dropout rate numerator if the student later enrolled in another school or district within the same school year or if the student re-enrolled in the same school and completed the school year. Email John Jones at [john.jones2@alaska.gov](mailto:john.jones2@alaska.gov) after September 1 if you need a full reporting of which students will be counted in your district’s dropout rate denominator.

1. **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.

1. **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 John Jones at [john.jones2@alaska.gov](mailto:john.jones2@alaska.gov) if you believe there are special circumstances that need to be considered.

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

A foreign exchange student not on a diploma track should 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. These students should not be coded as returning students (Exit Type 13 or 14).

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

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

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

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

## Free Lunch and Low-Income Questions

1. **Do I use a certain date in determining whether a student is considered Economically Disadvantaged (Low Income)?**

The Economically Disadvantaged (Low Income) information may reflect the most recent student information available to the district.

1. **Why isn’t Economically Disadvantaged information pulled from the state’s free lunch program data?**

DEED only receives the total count of students receiving free/reduced lunches. Unless the entire district qualifies, DEED would not know which students qualify and which would be considered low income. If a school or district does not participate in the free/reduced lunch program, the school/district must still report Economically Disadvantaged students according to the criteria specified in *Alaska Income Eligibility Guidelines for Free and Reduced Meals*, as defined in 4 AAC 06.899.(5) Please refer to [Guidance on Determining Economically Disadvantaged Status](https://education.alaska.gov/ESEA/TitleI-A/docs/Guidance_Determining_Economically_Disadvantaged_Status_2017.pdf) (education.alaska.gov/ESEA/TitleI-A/docs/Guidance\_Determining\_Economically\_Disadvantaged\_Status\_2017.pdf) for additional information

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

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

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

If a student qualifies as migrant, then that student is eligible for Free/Reduced lunch. The district may, at its option, consider all migrant eligible students as Economically Disadvantaged (Low Income).

1. **What is the Free/Reduced lunch eligibility status of a student who qualified at some point for Free/Reduced lunch benefits but later in the school year had low income or migrant benefits withdrawn or denied?**

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

1. **How do districts determine the Economically Disadvantaged (Low Income) status of individual students at schools that do not collect free lunch applications or do not collect free lunch applications annually?**

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

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

## English Learner Questions

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

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

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

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

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

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

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

If a student was enrolled at any time during the ELP assessment testing window (February 1, 2024 through March 31, 2024), was identified as an English Learner (L1 or LP) and did not take the ELP assessment then the district must enter a value in ELP Not Assessed Reason.

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

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

## Entry/Exit Questions

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

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

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

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

1. **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.**

1. **How do I code a private school student who is taking public school classes but will graduate from the private school OR a student that is enrolled in more than one public school and will only graduate from one?**

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.

Public school students enrolled in two public schools will be assigned the appropriate Entry and Exit type that matches the type of transfer (1 or 2) at the school from which they are not graduating.

Note: This only applies when the student graduates.

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

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

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

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

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

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

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

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

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

1. **How does the district account for a student who was reported at the end of 2022-2023 as expected to return (Exit Types 13 and 14), did not return in 2023-2024, and transferred elsewhere or who was reported at the end of 2022-2023 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 2023-2024?**

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 program (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 blank. Aggregate Days of Attendance and Aggregate Days of Membership must both remain blank.

Accurately reporting these transfers will assist the district and DEED in identifying your district’s and schools’ true cohort groups, which will improve the accuracy of the reported cohort graduation rates.

1. **What grade level do I report for a student who previously exited with a Certificate of Achievement in 2014-2015 or 2015-2016, then was issued a regular diploma (Exit Type 22) after taking a College and Career Ready Assessment in 2023-2024?**

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).

1. **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.

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

Districts should use Exit/Withdrawal Type 30 when a student has withdrawn to attend AMYA.

1. **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 have returned to school after attending AMYA should be reported with Entry Type 12.

## Alaska Performance Scholarship Questions

1. **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 43) and Career/Technical Performance Scholarship Eligibility (Element 44) to indicate the student is not eligible for an Alaska Performance Scholarship. Elements 45 and 46 must be left blank, as these elements are only entered for students who qualify for an Alaska Performance Scholarship.

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

Yes. Please note that a student can be eligible for a higher-level Career/Technical scholarship than Collegiate scholarship; however, the Collegiate scholarship level cannot be higher than the Career/Technical scholarship level, as a student’s ACT or SAT score can be used to qualify for both the Collegiate and the Career/Technical scholarship but WorkKeys can only be used to qualify for the Career/Technical scholarship.

1. **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.

1. **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.

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

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

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

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

## Migrant Questions

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

Yes. Any student who has migrant status at some point between 7/1/2023 and 6/30/2024 should be reported as a migrant student in the Summer OASIS file.

## Active Duty Parent/Guardian Questions

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

In 2015, 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 2016.

1. **What are the uniformed services?**

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

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

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

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

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

1. **What is the difference between U.S. Armed Forces and Active-Duty?**

In October 2020, a new data element was added to Fall OASIS which tracks military-connected students. This element was added because the National Defense Authorization Act that was passed for fiscal year 2020 changed the definitions of student groups required for reporting.

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

This identifies whether the student had a parent/guardian in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force at some time during the 2022-2023 school year.

## Alaska Reads Act Questions

#### General

1. **What if a student has left our school/district part way through the year?**

All of the Reads Act related data elements in the Summer OASIS data collection should only be completed for students for which Enrolled Last Day is “Y”.

#### Early Education Program

1. **Will the Early Education Program need to be reported for every year that a student is in grades KG to three?**

Yes. If needed, the department can provide information from previous years upon request. The intent is to ensure that districts gather this information for new students. For districts with student information systems, this information should be readily available. The department does not intend for districts to re-survey their families each year.

1. **What option do we select for a formal, parent-provided, “homeschool” early education program?**

There are two diﬀerent situations where “homeschool” is used. First, a student is enrolled in a district homeschool program. Second, a student is taught exclusively by the parent with no district support or involvement.

Any student in a district correspondence school program for pre-kindergarten should be coded as option 4 in Summer OASIS.

Any student that was homeschooled by the parent with no aﬃliation with a district correspondence program, Head Start, or a private preschool program should leave the section blank.

1. **If the early education program is approved in another state, do we select option 1?**

No. Option 1 is only for programs approved by Alaska’s Department of Education and Early Development. For the 2023-2024 school year, Anchorage School District is the only district with an approved program.

#### Non-Progression Reason

1. **For what school years are we reporting about non-progression, prior to current or current to next?**

This data element is asking the district to report the reason for non-progression from the current school year to the next school year for students in grades KG to three.

1. **What is meant by “reading deﬁciency” as a reason for non-progression?**

A student with a “reading deficiency”, according to the Alaska Reads Act, means that the student scored at the well below benchmark level on the state approved literacy screener, mCLASS DIBELS 8 by Amplify in grades kindergarten through three. More information regarding grade progression can be found at <https://education.alaska.gov/akreads/webinar-schedules>. Look for recordings from Thursday, February 2, 2023.

1. **What option do we use if a student is on an IEP and is progressed because it is what’s best for the student?**

Leave this data element blank for all students progressing to the next grade level regardless of their specific circumstances.

#### Reasons Progressed

1. **Why do we need to report the Reasons Progressed data element if the state already has access to the screener data for students?**

The state cannot make a determination about progression based on the screener as there are other factors involved. Moreover, the state does not have information about waivers or reading portfolios.

#### Reading Skills Demonstrated

1. **What does ‘alternative screener’ mean?**

If districts opt out of using mCLASS DIBELS 8 as their screener, districts can use an ‘alternative literacy screener’, which must be approved by the state through a waiver process.

1. **What does the reading portfolio option entail?**

The reading portfolio is one way to show a student’s mastery of reading foundational skills. It can be used in place of the literacy screener. The portfolio is based on grade level standards that are found in the Alaska English Language Arts Standards document (<https://education.alaska.gov/akstandards/ela/Adopted_ELA.pdf>). A copy of the portfolio can be found at <https://education.alaska.gov/akreads/Reading%20Portfolio.pdf>.

1. **What response option should be selected if the student shows suﬃcient reading skills on both the summative assessment and the literacy/alternative screener?**

Because the emphasis of the Reads Act is on the literacy screener, please select the literacy/alternative screener option if a student was proﬁcient on both the summative assessment and literacy/alternative screener.

1. **The Reading Skills Demonstrated and Reasons Progressed data elements ask for very similar information. Why do we have to report it twice for students moving from grade 3 to grade 4?**

Reason Progressed looks at the whole student, not just the literacy lens that Reading Skills Demonstrated records.

1. **Why isn’t there a waiver option for Reading Skills Demonstrated?**

The options provided for each of the data elements are called for speciﬁcally by the Reads

Act. A waiver for this element was not explicitly noted in the Act.

#### Reading Deficiency Actions

1. **If a parent opts their child out of taking the literacy screener, does that mean they must take one of the other options?**

According to [AS 14.03.016](https://www.akleg.gov/basis/statutes.asp#14.03.016) (a)(1), A parent’s right to direct the education of the parent’s child (https://www.akleg.gov/basis/statutes.asp#14.03.016). Parents can opt their children out of the literacy screener, the alternate screener, and the reading portfolio. The department has a website that provides resources for parents that outline the beneﬁts of assessment (<https://education.alaska.gov/assessments/family-resources>).

1. **How should students whose parents opted them out of the literacy screener be reported on Reading Deficiency Actions?**

Reading Deficiency Actions should be left blank for students that did not take the literacy screener in the spring.

#### Mid-Year Progression

1. **Mid-year progressions can occur for a combination of many diﬀerent reasons, including administrative factors. Are there speciﬁc circumstances for which a student’s mid-year progression should be reported?**

Please report mid-year progressions when literacy achievement is a signiﬁcant contributing factor.