

Arizona Department of Education

# Student Accountability Information System

## SAIS Business Rules

Version 1.0

Arizona Department of Education  
Management Information Systems  
1535 W. Jefferson Street, Third Floor  
Phoenix, Arizona 85007-3209

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## Revisions

1. Updated the immigrant count due date to June 30 ( March 15, 2006 )
2. Updated the refugee count due date to March 31 ( March 15, 2006 )

# 1. Introduction

## 1.1. DOCUMENT PURPOSE

The purpose of this document is to inform Local Education Agencies (LEAs) of business rules governing information in the Student Accountability Information System (SAIS). It is organized to provide an overview followed by additional sections with more detail specific to end-user groups.

## 1.2. AUDIENCE

It is intended that SAIS users can refer to this document to clarify how student data is treated in SAIS.

## 1.3. AUTHOR

Carol Cree, Business Analyst, Software Development - MIS, ADE

## 1.4. CONTACTS

For comments, corrections, or other information about this document, contact the ADE MIS Department at: [support@ade.az.gov](mailto:support@ade.az.gov). Please provide the following information:

- In the "Subject" line of the email, type "ADE MIS Document Inquiry."
- In the body of the email, identify the following:
  - system name and document name (from the document's header)
  - document's last updated date (from the document's footer)
  - purpose of your inquiry
  - identifying information:
    - your name
    - your district name and CTD, or school name and CTDS, or your company name
    - your contact email address (because the email will be forwarded when it reaches ADE)

## 1.5. DOCUMENT STORAGE LOCATION

SAIS Business Rules are stored at ADE using Visual Source Safe. The file name is: SAIS Business Rules.doc.

## 1.6. DOCUMENT DISTRIBUTION/ POSTINGS

Distribution includes the following functional areas at ADE:

- Academic Achievement Division
- Exceptional Student Services
- School Finance
- MIS Software Development Manager
- Application Support Group
- All Regional Training Centers (RTCs)
- All school district Business Managers
- School/LEA Technology units
- Student Management System Software (SMS) Vendors

This document will be posted on ADE's SAIS website:

<http://www.ade.state.az.us/sais/saisdbdocs.asp>.

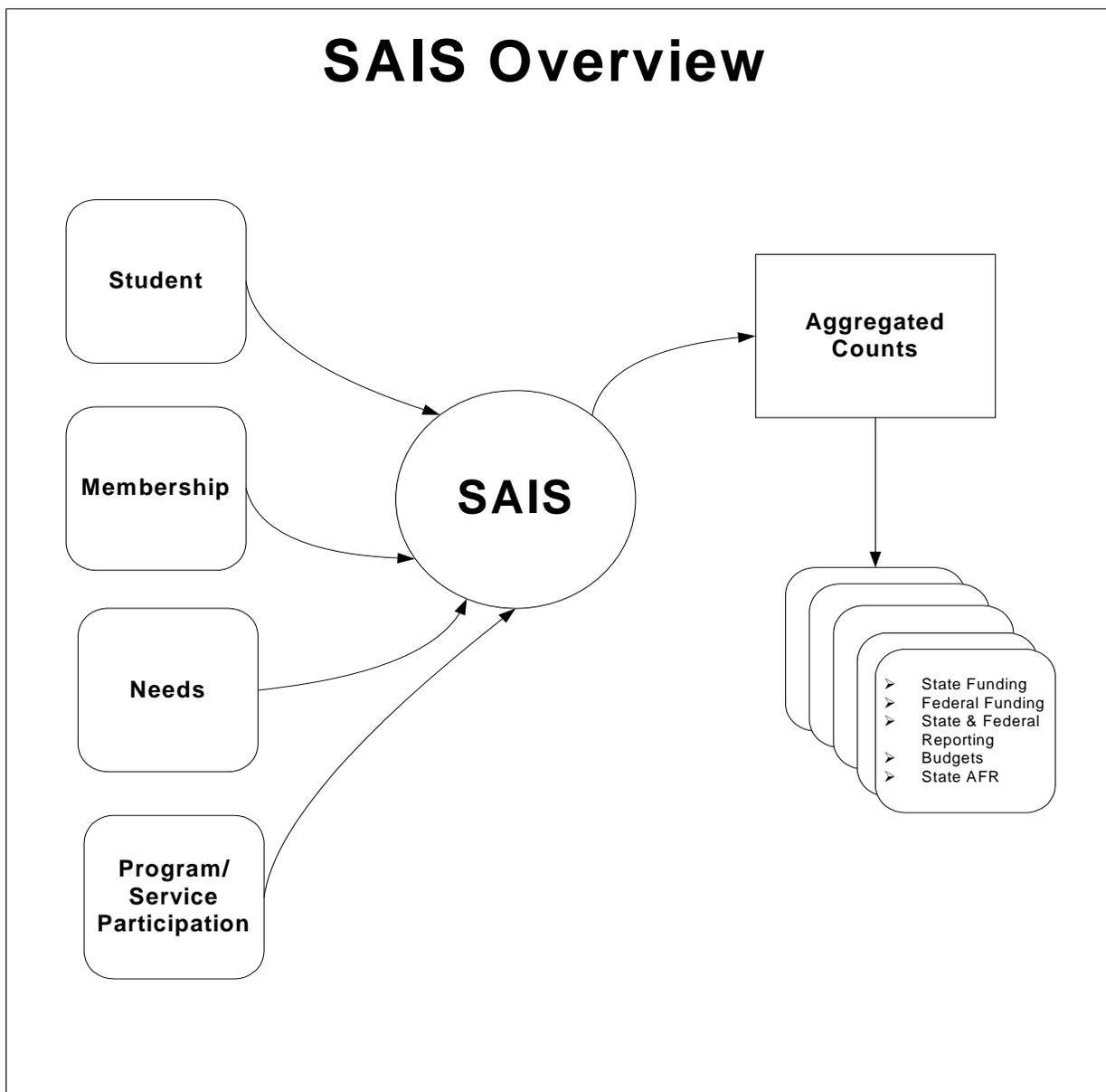
## 2. SAIS Overview

Section 2 provides a high level overview of information that contributes to the SAIS database and how SAIS supports State and Federal information needs.

The Student Accountability Information System provides system solutions to support state and federal funding and reporting. SAIS comprises the following functional areas.

- Budgets and Financial Reporting
- Student Counts - aggregate student data
- State Aid/Payments
- Local Education Agencies (LEAs) Data (school districts, schools)
- Student Detail Data - individual student records

The schematic below demonstrates the data fed into SAIS, and the information it provides for funding and reporting.



### 3. Business Rules

Section 3 identifies business rules broken out by Global rules, Student/Membership, Needs, Special Education Services, Language Programs, and Support Programs. SAIS Code Values document contains specific data elements, required or mandatory data flags, and code values to support business rules within this document.

#### 3.1. GLOBAL RULES

Section 3.1 identifies business rules which are general in nature and which may not be included appropriately in another section. They are:

1. Student Data Confidentiality / Privacy – Staff who require access to individual student data should be trained on the proper use of the data. The ADE will publish only aggregate student data, releasing no data that could potentially identify a student.
2. Tracking Student Movement - Due to Attorney General interpretation of Family Education Rights and Privacy Act (FERPA) legislation at time of writing, ADE cannot provide information to a school district about where an individual student goes, after he/she leaves the school district, or where he/she came from.
3. SAIS is designed to receive student level data electronically from local school/district databases in a periodic process as often as daily.

#### 3.2. STUDENT/ MEMBERSHIP

Rules specific to SAIS Membership are enumerated in Section 3.2. Rules specific to Needs, Language Programs, and Support Programs which have no Student/Membership component will be identified within the applicable section.

1. Students participating in AAD Support Programs must be in membership (i.e. receiving regular instruction) each day they are in the support program.
2. Rules for which districts/charters can submit support program transactions in Student Detail:
  - a. Most support programs fall into 4 groups. In each group, if a district or charter has an approved FY 04 project for a grant in that group, then the district or charter will be authorized to report transactions for support programs in that group.
  - b. Group: 21st Century. Support program: 21st Century Program. Qualifying grants: 21st Century Community Learning Centers and 21st Century Community Learning Centers Renewal-Year 2.
  - c. Group: Title I-A. Support programs: Title I Mathematics, Title I Other, Title I Reading, Title I Science, Title I Social Studies. Qualifying grants: Title I LEA
  - d. Group: Title I-C. Support programs: Migrant Academic Support, Migrant Health Eye and Dental Services, Migrant Support Services-Nonacademic, Transportation/Migrant. Qualifying grants: Migrant Education Basic Grant.
  - e. Group: Title I-D. Support program: Neglected or Delinquent Program Services. Qualifying grants: Title I Neglected & Delinquent and Title I LEA - Neglected & Delinquent.
  - f. All districts and charters can offer Homeless Support Program services.
  - g. A district or charter must have the federal designation of "in school improvement" in order to offer School Improvement Supplemental Education Services and Transportation/School Choice.

### 3.3. NEEDS

Section 3.3 identifies SAIS rules for student needs. Rules specific to Student/Membership, Language Programs, and Support Programs which have no Needs component will be identified within the applicable section.

1. Needs are to be reported using the State Fiscal Year, July 1 through June 30.
2. Need Transaction Report Dates are:
  - a. For English Language Learner (ELL) Need data, School Finance must average ELL students counts from three (3) separate dates, Oct 1, Dec 15, and Feb 1, calculated by Feb 15th. State Group B and federal Title III funding are generated by these numbers.
  - b. SAIS data for the following programs should be submitted by Feb. 15: Immigrant Student Jun. 30 Count, Refugee Student Mar. 31 Count.
  - c. SAIS data for the following programs should be submitted by November 30: JOM Indian Education Program
  - d. SAIS data for the following support programs should be submitted by the LEA by April 1 : Free & Reduced-Priced Lunch Programs
  - e. SAIS data for the following programs should be submitted by June 30: Title I, Gifted, Homeless, Neglected, Delinquent, School Improvement Supplemental Services, and ELL Assessment/Reassessment data.
  - f. Migrant Student Need data should *not* be submitted to SAIS. Migrant Student Need data is determined by matching from the Arizona COEStar database.
3. AAD Need transactions can be reported independently of reporting Support Program transactions, and vice versa, with the following exceptions:
  - a. Title I Mathematics Support Program Transaction requires a Math Need Code;
  - b. Title I Other Support Program Transaction requires an Other Academic Services Need Code;
  - c. Title I Reading Support Program Transaction requires a Reading Need Code;
  - d. Title I Science Support Program Transaction requires a Science Need Code;
  - e. Title I Social Studies Support Program Transaction requires a Social Studies Need Code.
  - f. All Migrant Support Program Transactions require a Migrant Student Need code, which is determined by matching from COEStar.
4. Definition of a Gifted Student: A gifted student is defined as any student who scores at or above the 97<sup>th</sup> percentile on national norms in any one of three areas - verbal, nonverbal, or quantitative reasoning - on any test from the State Board approved list, or any student who is participating in a gifted education program.
5. In FY2003-04, ADE instituted only the Need Code portion of the data equation: we did not introduce the Program Codes yet. For this reason, the only giftedness information to be reported to SAIS this year is for all students who participate in a gifted program. Students scoring at the 97<sup>th</sup> percentile but electing not to participate in a gifted program should not be reported to SAIS in FY 2003-04. (This will change in FY 2004-05 when the giftedness data collection area becomes fully functional.)
6. For FY2003-04, report the Need Code to the best of your ability. For districts that cannot map current participation to one of the specific Need categories in item 10. below, the specific Need Code is not relevant for FY2003-04; all giftedness data will be aggregated into a single value representing participation for all three Need Codes.
7. The Need Code data must be reported to SAIS with the Student Need (# 011) transaction. Because it is too late for us to introduce a new Support Program code this school year, **for FY2003-04 only**, the Student Need transaction for giftedness need codes will signify that the student participates in a gifted program.
8. How to Report for FY 2003-04:

Scenario	Action	Transaction
student tests as gifted in one or more recognized gifted Need categories AND student participates in a gifted program	because the specific programs are not available in FY2003-04, FOR THIS YEAR ONLY report each program participation as a Need	Student Need (# 011) for each gifted category for which student participates in a gifted program
all other scenarios	no action necessary	n/a

9. Overview of Changes for FY 2004-05 and Beyond: Beginning in FY 2004-05, SAIS will be fully functional with regard to the giftedness Needs and Programs. As such, the following distinctions will stand:
- Need:** A student meeting the 97<sup>th</sup> percentile requirement should be designated as having one or more giftedness Needs (irrespective of whether the student actually participates in a gifted program or not).
  - Support Program:** A student who participates in a gifted program should be designated as having that gifted program participation (irrespective of whether the student meets the 97<sup>th</sup> percentile requirement)
  - Districts will be required to report (1) all students meeting the 97<sup>th</sup> percentile requirement, regardless of whether the student actually participates in a gifted program, and (2) all students participating in a gifted program (as required for FY 2003-04).

10. Students identified as gifted will be reported in SAIS in one or more Need Groups as follows:

<u>Code in Transaction</u>	<u>Description</u>	<u>Need Group</u>	<u>Effective Dates</u>
1	Quantitative Giftedness	Giftedness	starting FY2002
2	Verbal Giftedness	Giftedness	starting FY2002
3	Non-Verbal Giftedness	Giftedness	starting FY 2004

- A Gifted Student may be reported in one, two or in all three Need Codes.
- A student meeting the 97<sup>th</sup> percentile requirement should be designated as having one or more giftedness Needs (irrespective of whether the student actually participates in a gifted program or not).
- For students returning to a new school year with a still-active gifted Need, the LEA must resubmit that student's Need in the new school year.
- A Migrant Student Need is determined by matching students in the Arizona Migrant COEStar database with SAIS on a weekly basis.
- A district must submit a Student Assessment transaction with an Assessment Result of "New ELL", "Continuing ELL", or "ELL after Reclassification", prior to submitting a Language Need transaction. The Date field on the Language Assessment transaction should reflect the actual date the assessment was conducted. A language participation can be valid with an assessment either during the current or the previous fiscal year, and the most recent assessment must demonstrate that the student is in need of language program assistance.
- Neglected and Delinquent Needs should be reported as separate needs, just as they are reported as separate Support Programs.
- An Eligible for Free Lunch Program Need transaction should be submitted **only** for students who meet the eligibility criteria, regardless of whether the school is eligible for or implementing a Schoolwide Program (SWP).
- Provide the ability to record start and end dates for Need transactions related to Free and Reduced-Price Lunch Programs.

### 3.4 SPECIAL EDUCATION SERVICES

Placeholder

### 3.5 LANGUAGE PROGRAMS

SAIS provides the English Acquisition Services unit with information to assist in executing its mandate. Business rules governing language information in SAIS are enumerated in this section.

1. English Language Learner program is governed by ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS, R7-2-306. Bilingual programs and English as a second language program. This legislation can be found at the following web-site:  
[http://www.sosaz.com/public\\_services/Title\\_07/7-02.htm](http://www.sosaz.com/public_services/Title_07/7-02.htm)
2. Home Language is defined as: the primary language spoken in the home as identified by the student's parents.
3. Effective at the end of FY2004, all existing Assessment Methods will be retired. The Methods and associated codes are:
  - a. IDEA Proficiency Test (IPT) – code value 1
  - b. Language Assessment Scales (LAS) – code value 2
  - c. Woodcock-Munoz Language Survey (WMLS) – code value 3
  - d. Woodcock Language Proficiency Batter-Revised (WLPB-R) – code value 4.
4. Three new Assessment Method transactions are added beginning FY 2005 as follows:
  - a. Arizona Language Assessment – Oral - code value 5
  - b. Arizona Language Assessment – Reading – code value 6
  - c. Arizona Language Assessment – Writing – code value 7
5. SAIS will collect a score for each assessment method.
6. Per ARS 15-943.04, the Teacher Bonus fund is based on the number of students whose Assessment Result is Fluent English Proficient (FEP) with a Language Program Exit Reason as Reclassified as FEP by Reassessment. Each student can only be counted once in the Teacher Bonus Fund calculation.
7. In FY2005, a new Language Exit code will be added entitled "Reclassified Due to IEP Team Decision".
8. Valid grades for ELL program participation are: KG, 01-12, UE, US.
9. Students in Preschool (PS) are not valid participants in ELL programs.
10. Language Exit Reason codes that will be retired effective FY 2005 are:
  - a. Program ended – code value 4
  - b. End of School Year – code value 6
11. ELL students must only be counted once at any given time to avoid duplicate counting.

### 3.6 SUPPORT PROGRAMS

Rules specific to support programs are:

1. A student must be enrolled in regular instruction to receive support program services. The school providing the support program service may be the school providing regular instruction, or a different school.
2. Support Program Report Dates are:
  - a. SAIS data for the following support programs should be submitted by Feb. 15: Immigrant Student Jun. 30 Count, Refugee Student Mar. 31 Count.
  - b. SAIS data for the following support programs should be submitted by November 30: JOM Indian Education Program.
  - c. SAIS data for the following support programs should be submitted by the LEA by April 1 : Free & Reduced Priced Lunch Programs.
  - d. SAIS data for the following support programs should be submitted by June 30: Title I, Gifted, Homeless, Neglected, Delinquent, and ELL Assessment data.
3. AAD Support Program transactions can be reported independently of reporting Needs transactions, and vice versa, with the following exceptions:
  - a. Title I Mathematics Support Program Transaction requires a Math Need Code;
  - b. Title I Other Support Program Transaction requires an Other Academic Services Need Code;
  - c. Title I Reading Support Program Transaction requires a Reading Need Code;
  - d. Title I Science Support Program Transaction requires a Science Need Code;
  - e. Title I Social Studies Support Program Transaction requires a Social Studies Need Code.

- f. All Migrant Support Program Transactions require a Migrant Student Need code, which is determined by matching from COEStar.
4. Support Programs whose title includes the name of a funding source, such as "Title I Reading", for example, can only be reported by districts and charters receiving such funds in the current school year.
5. Definition of a Gifted Student: A gifted student is defined as any student who scores at or above the 97<sup>th</sup> percentile on national norms in any one of three areas – verbal, nonverbal, or quantitative reasoning – on any test from the State Board approved list, or any student who is participating in a gifted education program.
6. The Entry Date for a Gifted Student will be the first day of participation for the current school year. A delete record is not required for students who exit the program during the year.
7. Gifted education data should be entered periodically throughout the year with all entries completed by June 30 of each year.
8. Gifted education data reported in SAIS will be used for analysis regarding student achievement and participation in programs for ELL, special education and other programs.
9. A student who participates in a gifted program should be designated as having that gifted program participation (irrespective of whether the student meets the 97<sup>th</sup> percentile requirement).
10. Gifted Students support program participations must be resubmitted each school year.
11. For the Immigrant Support Program, Immigrant is defined in NCLB Section 3301 of Title III as:
  - (6) IMMIGRANT CHILDREN AND YOUTH: The term immigrant children and youth means individuals who:
    - (A) are aged 3 through 21;
    - (B) were not born in any State; and
    - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.
12. Country codes to be used for Immigrant Support Program participation will be those published as standard county codes by the International Standards Organization (ISO) and contained in the SAIS Data Transaction Code Values document.
13. Add "Johnson-O'Malley Indian Education" to the Support Programs Code List.
14. Johnson-O'Malley (JOM) Eligibility Requirements per Code of Federal Regulations (CFR) 25, 273.12 defines Eligible students as:
  - a. Indian students, from age 3 years through grade(s) 12, except those who are enrolled in Bureau or sectarian operated schools, shall be eligible for benefits provide by a contract pursuant to this part if they are 1/4 or more degree Indian blood and recognized by the Secretary as being eligible for Bureau services. Priority shall be given to contracts (a) which would serve Indian students on or near reservations and (b) where a majority of such Indian students will be members of the tribe(s) of such reservations ( as defined in CFR 25, 273.2 (o)).
  - b. Another version is: Children who are enrolled members of, or at least one-fourth or more degree of Indian blood descendant of a member of a federally recognized Indian tribal government eligible for service by the Bureau, and are between age 3 through grade 12 with priority given to those residing on or near Indian reservations.
15. The following SAIS data elements will be used in conjunction for determining eligibility for JOM Indian Education Program participation:
  - a. Race/Ethnicity - is American Indian or Alaskan Native – code value I, and
  - b. SAIS Tribal Name - is not empty, and
  - c. Age - is > 2 on October 1 in the current fiscal year
16. A student self-identified as American Indian must be entered into SAIS as enrolled in only one tribe.
17. Migrant Support Programs can only be entered for students with a Migrant Student Need.

18. Migrant Support Program information should be updated as students receive services throughout the year; weighted formula allocations (to determine subsequent year funding) use reports from both support program data and need data.

19. Definitions for Neglected and Delinquent are in NCLB - Section 1432 of Title I, Part D:

(4) INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH: The term institution for neglected or delinquent children and youth means:

- A. a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or
- B. a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

20. Neglected and Delinquent Support Programs should be reported as separate programs, just as they are reported as separate Needs.

21. Refugee definition: The Immigration and Nationality Act Sec. 101.[8U.S.C.1101(42)] defines a "refugee" as any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

22. The table below identifies country codes used for Refugee support program participation.

COUNTRY	COUNTRY	COUNTRY
Afghanistan	Ethiopia	Nigeria
Albania	Gambia	North Korea
Algeria	Ghana	Other
Angola	Guatemala	Peru
Armenia	Guinea	Romania
Azerbaijan	Haiti	Russia
Bangladesh	Honduras	Rwanda
Belarus	India	Serbia
Bosnia	Indonesia	Sierra Leone
Botswana	Iran	Somalia
Bulgaria	Iraq	Soviet Union
Burma	Ivory Coast	Sri Lanka
Burundi	Kazakhstan	Sudan
Cambodia	Kenya	Syria
Cameroon	Kosovo (Yugoslavia)	Tajikistan
Central African Republic	Kyrgyzstan	Togo
China	Latvia	Ukraine
Colombia	Lebanon	Uzbekistan
Congo	Liberia	Viet Nam
Croatia	Mauritania	Zaire
Cuba	Moldova	Zambia
Czechoslovakia	Morocco	Zimbabwe
Egypt	Mozambique	
Equatorial Guinea	Myanmar	
Eritrea	Namibia	
Estonia	Nicaragua	

23. Country codes to be used for Immigrant Support Program participation will be those published as standard county codes by the International Standards Organization (ISO) and contained in the SAIS Data Transaction Code Values document.

24. Transportation / School Choice (code value 34) under the Title I Support Programs is to be used when a student attends another school in the same or a different district because the current school is in School Improvement status. Students may transfer from a school in federal School Improvement only to a school that is NOT in school improvement.

25. Attributes to include at the school level for Title I are:
  - a. Poverty Level = # of students eligible for Free Lunch Program + # of students eligible for Reduced Price Lunch Program / 100th Day ADM.
  - b. Title I Status = Schoolwide Program (SWP), SWP Planning Year, Targeted Assistance (TA), or None.
  - c. State & Federal School Improvement Status = 1st, 2nd, 3rd, 4th, or 5th year.
  - d. Title I status or the School Improvement status is based on the State Fiscal Year.
  - e. The SWP Planning Year is to last 1 year, based on the state fiscal year.
26. To be eligible for Title I Supplemental Services the student must be low-income and in a school that is in federal school improvement.
27. How to determine if a student has an Academic Disadvantage Need for Title I:
  - a. For AIMS grades, if the student scored below the "Meets" Performance Level on AIMS on the particular Reading, Math, or Writing test.
  - b. For those student in AIMS and non-AIMS grades, a district may set criteria based on other tests or performance measures that measure achievement of AZ Academic Standards as well. If the school has a targeted assistance program in Title I, then the district must have a method of rank ordering the students by achievement level in order to know which students get services first - those with greatest academic need.
28. Schools eligible for and implementing a Schoolwide Program (SWP) should submit Title I Support Program transactions for **all** students participating in such programs, regardless of the student's eligibility for the Free Lunch Program.

## Appendix A Terms and Acronyms

The following terms are used in this document and are related to SAIS. They are included for general reference.

**Table 1 Terms and Acronyms**

<b>Term</b>	<b>Definition</b>
AAD	Academic Achievement Division
ADA	Average Daily Attendance
ADE	Arizona Department of Education
ADM	Average Daily Membership
AFR	Annual Financial Report
Arizona Department of Education	ADE; created in Arizona Revised Statute § 15-231
AYP	Adequate Yearly Progress
DOR	District of Residence
EAS	English Acquisition Services
ELL	English Language Learner
IEP	Individualized Educational Program
SAIS	Student Accountability Information System
SEI	Structured English Immersion