



October 1 Poverty Data Validation Guide

Step-by-Step Guide

1. At a glance

Use this how-to guide to confirm that October 1 poverty income eligibility 1 and 2 data is complete, and accurate in the Arizona Education Standards (AzEDS).

Who must submit?

All Public Education Agencies (PEAs) in Arizona must submit October 1 Poverty Income Eligibility 1 and 2 data. This includes all local education agencies (LEAs), school districts, nonprofit charter schools, for-profit charters, and state agencies that provide education to children. Private schools, Career and Technical Education Districts (CTEDs) and Joint Technical Education Districts (JTEDs) are not required to submit October 1 poverty data.

Submission Timeline

Although the final October 1 submission deadline is typically in December, PEAs should begin uploading data through their Student Information System (SIS) as soon as possible after October 1.

Early submission allows time to review data, resolve integrity issues, correct missing records, verify uploads are correct, and ensure accurate final reporting.

Determine Your Poverty Collection Method

The method used to collect October 1 poverty data depends on the school's meal program.

Schools Without a Lunch Program use Alternative Income Form. Schools with National School Lunch Program (NSLP) use meal applications and Direct Certification. Schools with Community Eligibility Provision (CEP) use a combination of Direct Certification and Alternative Income Form.

See the [Memorandum Administration of the Alternative Form for Income Eligibility 1 and 2](#) for more information.

Why validation matters

Regardless of the poverty collection method used, PEAs are responsible for ensuring all enrolled students are accounted for in the counts. October 1 poverty income eligibility 1 and 2 data supports federal reporting, statewide statistics, funding eligibility, and the Title I-A rank-and-serve process.

Incorrect data can directly impact future grant funding.

Poverty rate

Calculate the poverty rate directly from the AzEDS Oct1 report using the unduplicated number of students who qualify for Income Eligibility 1, Income Eligibility 2, or both. The formula is below:

$$\text{Poverty rate} = \frac{(\text{Total Students with Income Eligibility 1} + \text{Total Students with Income Eligibility 2}) - \text{Total Students with Both Income Eligibility 1 and 2}}{\text{Total October 1 enrollment}}$$

Students with both Income Eligibility 1 and 2 are subtracted to ensure that they are not counted twice. If a student has both Income Eligibility 1 and 2, they must only be counted once when calculating poverty.

Submitted October 1 poverty counts in AzEDS should:

- match the data in the School Information System (SIS);
- be successfully received by AzEDS by December deadline with no discrepancy when comparing to the SIS;
- have passed integrity; and
- include all poverty eligible students, ages greater than 3 and less than 22 without double-counting students who qualify under both indicators.

2. How to Validate Poverty Data Using SUPP72 and OCTI in AzEDS

Complete the how to steps below in order to validate your Oct1 Poverty Income Eligibility 1 and 2 counts in the AzEDS. If a comparison does not match, investigate and correct the data submitted to AzEDS before moving to final validation.

1 Confirm responsibilities

Make sure each part of the collection, submission, correction, and validation process has an assigned owner and space for internal communications.

2 Compare SIS counts with SUPP72

Confirm that the records intended for submission have landed in AzEDS and passed integrity.

3 Review OCTI integrity failures

Use the OCTI report to identify applicable students who did not pass integrity.

4 Correct and retransmit records

Correct source data and SIS and allow time for the updated records to reach AzEDS.

5 Rerun reports and document completion

Repeat the comparison and resolve remaining issues.

2.1 | Compare SIS counts with SUPP72

SUPP72 contains students reported with Income Eligibility 1 or Income Eligibility 2 who have passed integrity. Because the report updates quickly after AzEDS receives a submission, it is the primary report for confirming post-integrity poverty counts.

Open and run the report

1. Open AzEDS Reports.
2. Go to Support Program.
3. Select SUPP72: Income Eligibility 1 and Income Eligibility 2 Student Indicator Report. Be sure the correct Fiscal Year is selected. If you do not see the report, contact your local ADE Entity Administrator.
4. Select all schools.
5. Click View Report.

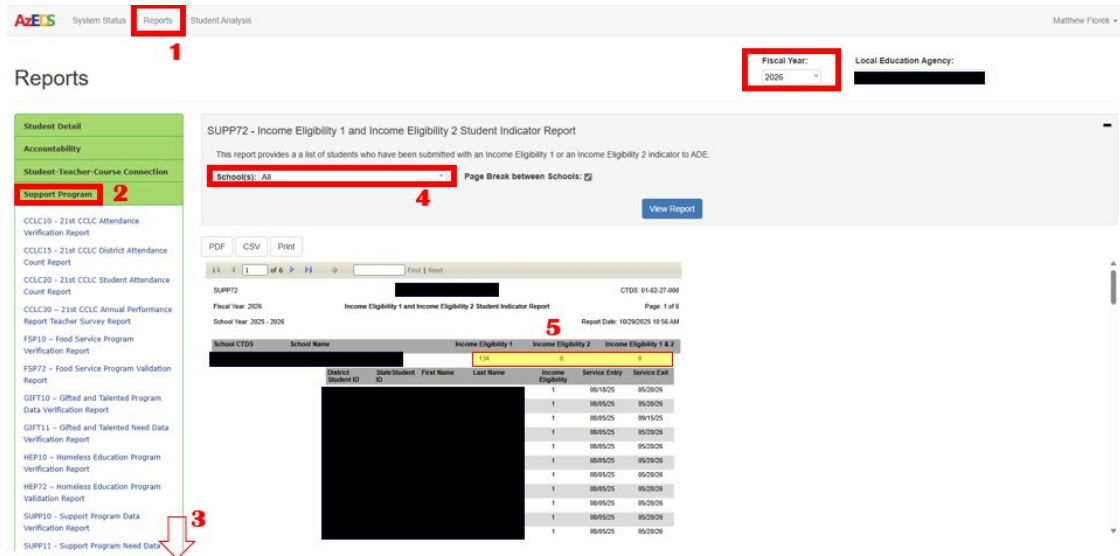


Figure 1. SUPP72 report location and selection fields.

Compare the totals

Compare the following SUPP72 totals with the corresponding SIS totals:

- Income Eligibility 1
- Income Eligibility 2
- Students identified under both indicators

Expected result

The SUPP72 totals match the SIS totals.

If totals do not match

Review the OCTI report for students who did not pass integrity. Also confirm that the same fiscal year, schools, age range, grade range, and counting method were used in both systems.

2.2 | Review OCTI integrity failures

The AzEDS OCTI report lists all students reported for October 1 enrollment and poverty counts, including students who did not pass integrity. Use the report to locate records that may explain differences between SIS and SUPP72 totals. **If you do not have access to the OCTI report, contact your local ADE Entity Administrator.**

Download the OCTI report

1. Open the OCTI section on the AzEDS Reports page.
2. Select all applicable schools.

3. Select the correct fiscal year.
4. Select CSV to download the report.
5. Open the CSV file in Excel.

Student Detail

Accountability

Student-Teacher-Course Connection

Support Program

OCT1

OCT1 – October 1 Enrollment Report

RBFINC – October 1 Result Based Funding Income Eligibility Report

OCT1 – October 1 Enrollment Report

This report compiles student level enrollment and program data for October Eligibility. The student membership information displayed on this report is by

School(s):

1 of 7 Find | Next

Fiscal Year: 2026

Figure 2. OCT1 report location and CSV option.

Filter for applicable integrity failures

1. Turn on filters for the header row.
2. In Oct1Status (column D), select N.
3. In AgeOnOct1st (column L), keep ages 3 through 21.
4. In GradeLevel (column U), keep grades K through 12.
5. Review FailureReason (column AA).
6. Review IncomeEligibility1 (column Y) and IncomeEligibility2 (column Z).

Figure 3: Example of filtering Oct1Status to N in Excel.

Investigate and correct discrepancies

For each applicable record, determine whether the integrity failure explains the difference between SIS and SUPP72. Use the FailureReason field to guide the investigation.

FailureReason

EXR07 - Continuous in-session student enrollment could not be established across October 1.
EXR05 - Invalid student enrollment Tuition Payer code. Valid codes are "Normal", "NSE in RTC" and "SPED in RTC/Other Funded".
EXR06 - Only student enrollment does not span across October 1.
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Figure 4. Example values in the FailureReason column.

Continuous Correction Process

1. Identify the student record and the reason it did not pass integrity.
2. Confirm the correct student information and eligibility indicator.
3. Correct the data in the School Information System.
4. Transmit or allow the SIS to transmit the correction to AzEDS.
5. Confirm the corrected record appears in AzEDS.
6. Rerun OCTI and SUPP72.
7. Repeat until applicable failures are resolved and SUPP72 matches the SIS.

2.3 | Best Practice Tips

- ❖ OCTI may show more than one record for a student who withdrew and later reenrolled. Review duplicate records before comparing OCTI totals with SIS or SUPP72 totals. Count each qualifying student once when calculating the poverty rate.
- ❖ All OCTI integrity failures must be reviewed and resolved for those students to be counted for October 1 Poverty Income Eligibility 1 and 2 counts.
- ❖ Correct errors in the source system first. After corrections are transmitted to AzEDS, rerun the reports to confirm the records are updated.
- ❖ Prepare months in advance for the distribution, collection, and entry of Alternative Income forms if applicable to the school. Use the [Memorandum Administration of the Alternative Form for Income Eligibility 1 and 2](#) as a guide.

3. How to Validate by Comparing to the Previous Year

Comparing to the previous year is a powerful way to identify discrepancies in October 1 Poverty Data.

In general, it is not expected that there will be significant (~5%+/-) changes in October 1 Poverty counts, barring situations such as school closures or significance district changes in enrollment.

3.1 | Comparison using SUPP72

Reference section 2.2 for information on how to access the SUPP72.

The Fiscal Year can be changed using the dropdown at the top right of the screen. Pull two copies of the SUPP72 – one from this year, and one from the previous year.

Take care to ensure that the same schools have been selected for a valid comparison. Then, download the report as a CSV, and compare counts for Income Eligibility 1 and 2 by each school, and LEA-wide.

Consider:

- How have Income Eligibility counts changed from last year to this year?
- If there are changes, what may be driving them? Can they be clearly explained by events within the district?

Common explanations for a significant (+5%) increase in count:

- **Improved data collection** – was the LEA's efforts to identify and record students for Income Eligibility more successful this year than in the previous year?
- **Creation of new campuses** – were new schools added to the LEA that increased the total population of low-income students?
- **Error in the prior year** – were there mistakes in reporting Income Eligibility 1 and 2 in the prior year?
- **Changes in NSLP/CEP status** – Did one or more schools experience a change in their NSLP/CEP classification, resulting in different poverty identification methods?

Common explanations for a significant (-5%) decrease in count:

- **Large numbers of integrity errors** – are there large numbers of students with integrity errors who may not be making it onto SUPP72?
- **School closures** – have any schools been closed that may be affecting the LEA-wide count?
- **SIS issues** – Are there issues with data entry or the transmission of data to AzEDS?
- **Changes in NSLP/CEP status** – Did one or more schools experience a change in their NSLP/CEP classification, resulting in different poverty identification methods?
- **Less effective data collection using the Alternative Income Form** – were less forms successfully collected? Was the identification program less successful this year? If so, why?

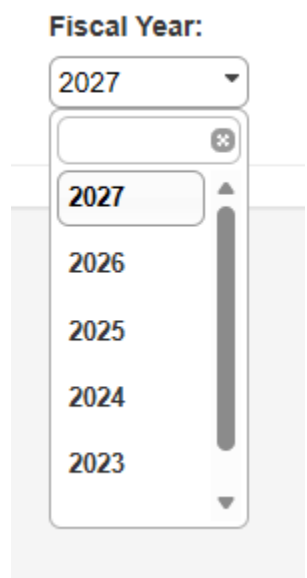


Figure 5: Fiscal Year selector from AzEDS.

4. How to Validate using Health and Nutrition Services' Published Poverty Rates

ADE Health and Nutrition Services (HNS) publishes an annual list of school poverty rates. This means that only schools participating in the Department of Agriculture National School Lunch Program (NSLP) or Community Eligibility Provision (CEP) will be included in this report.

While the poverty percentage reported on the HNS report is not the same as the October 1 Poverty number, it is still useful for evaluating whether the reported October 1 poverty percentage calculated falls within a close range of the HNS poverty percentage. If the percentage difference is greater than 5%, follow-up questions should identify next steps for understanding the difference and impacts on accuracy of October 1 poverty counts.

4.1 | The Health and Nutrition Services (HNS) Free and Reduced-Price Percentage Report

Health and Nutrition Services publishes their annual list on the ADE website at the following location: [Free and Reduced-Price Percentage Report | Department of Education](#). Download the Excel file for the current year.

Reminder

Only schools participating in the National School Lunch Program (NSLP) and/or Community Eligibility Provision (CEP) will appear in the HNS report. Other schools cannot have their data validated using this HNS poverty measure report.

Apply filters to the worksheet, and filter “Sponsor Name” for only your LEA. Then, take note of school names in the “Site Name” column.

The poverty rate for each school is located in column I (“Calculated HNS Free and Reduced-Price Percentage”). The HNS report displays ≥98% for any value above 98% to ensure anonymization of students.



The Arizona Department of Education Health and Nutrition Services is responsible for the administration of the United States Department of Agriculture Food and Nutrition Services Child Nutrition Programs. The following Free and Reduced-Price (FRP) report includes each site that is approved to participate in the National School Lunch Program and served and claimed program meals in October 2025. This report includes the data for sites participating under a Special Provision Option, enrollment data, and a calculated site-level FRP percentage based on an allowable data source. The FRP report has been posted to support those who may need these percentages to establish eligibility for specific grants or programs. For additional information on the FRP report, please visit <https://www.azed.gov/hns/frp>.

Sponsor Name	Sponsor Entity ID	Sponsor CTDS	Site Name	Site Entity ID	Site CTDS	Approved Special Provision Option (SPO) Cycle in School Year 2025-2026	Enrollment (as of October 2025)	Calculated HNS Free and Reduced-Price Percentage	Reference Date for Free and Reduced-Price Eligibility Data (%)
Academy Del Sol, Inc.	90199	108734000	Academy Del Sol	90200	108734001	Community Eligibility Provision	123	≥98%	Apr-2023
Academy Del Sol, Inc.	90199	108734000	Academy Del Sol - Star Valley	90770	108734002	Community Eligibility Provision	581	73%	Apr-2023
Academy of Mathematics and Science South, Inc.	90878	078242000	Academy of Math and Science Avondale	1000378	078242005	Community Eligibility Provision	1154	88%	Apr-2023
Academy of Mathematics and Science South, Inc.	90878	078242000	Academy of Math and Science Desert Sky	911531	078242002	Community Eligibility Provision	1360	≥98%	Apr-2023
Academy of Mathematics and Science South, Inc.	90878	078242000	Academy of Math and Science Glendale	1000119	078242004	Community Eligibility Provision	1062	≥98%	Apr-2023
Academy of Mathematics and Science South, Inc.	90878	078242000	Academy of Math and Science Peoria Advanced	1000118	078242003	Community Eligibility Provision	1038	96%	Apr-2023
Academy of Mathematics and Science South, Inc.	90878	078242000	Academy of Math and Science South Mountain	1000379	078242006	Community Eligibility Provision	955	≥98%	Apr-2023
Academy of Mathematics and Science South, Inc.	90878	078242000	Academy of Mathematics and Science South	92197	078242001	Community Eligibility Provision	543	≥98%	Apr-2023
Academy of Mathematics and Science, Inc.	79961	108713000	Academy of Math and Science	79984	108713101	Community Eligibility Provision	610	≥98%	Apr-2023
Academy of Mathematics and Science, Inc.	92768	078270000	Academy of Math and Science Camelback	92769	078270001	Community Eligibility Provision	1030	≥98%	Apr-2023
Academy of Tucson, Inc.	78897	108665000	Academy of Tucson Elementary School	81130	108665102	Community Eligibility Provision	134	94%	Apr-2025
Academy of Tucson, Inc.	78897	108665000	Academy of Tucson High School	78898	108665201	Community Eligibility Provision	192	88%	Apr-2025
Academy of Tucson, Inc.	78897	108665000	Academy of Tucson Middle School	79986	108665101	Community Eligibility Provision	153	91%	Apr-2025
ACCEL	7355	072164000	ACCEL East Campus	7360	072164005		65	37%	
ACCEL	7355	072164000	ACCEL Metro Campus	7356	072164001		142	63%	

Figure 6: Health and Nutrition Services Free and Reduced-Price Report.

For each school, compare the HNS Poverty Rate with the poverty rate calculated using the SUPP72 and this formula:

$$\text{Poverty rate} = \frac{(\text{Total Students with Income Eligibility 1} + \text{Total Students with Income Eligibility 2}) - \text{Total Students with Both Income Eligibility 1 and 2}}{\text{Total October 1 enrollment}}$$

The HNS Report will rarely match exactly. This is because the HNS Report does not account for the Alternative Income Form, which is used in CEP schools, and has different data collection requirements.

However, poverty rates should be **close**. If the rate differs by a significant percentage between the HNS Report and the results from the SUPP72 (between +/-5%-10%), then this serves as a useful “red flag” for potential issues with AzEDS submission.

If the HNS rate is significantly different for one or more schools, consider:

- Are there errors in the SIS?
- Is transmission to AzEDS working correctly?
- Are there large numbers of students with integrity issues?

- Specifically, in the case that the HNS rate is lower: Is it a CEP school where the difference can be accounted for solely by the user of the Alternative Income Form?

5. How to Validate by Simulating the Title I-A Eligibility Page & Rank and Serve

October 1 Enrollment and Poverty data are the measures used in calculating rank and serve for LEAs with multiple schools listed on the Grants Management Enterprise (GME) Title I-A Eligibility Page.

School Eligibility

ESEA Consolidated - Rev 0 - Title I LEA

Go To 

The School Eligibility page serves as the documentation of an LEA's Rank & Serve process ([Ranking Sites for the Purpose of Title-I School Eligibility](#)) for eligible school attendance areas ([SEC 1113 §20 USC 6313](#)).
ESEA Section 1113 [20 USC 6313](a)(3), Section 1114 [20 USC 6314], & Section 1115 [20 USC 6315]

Important: Please see instructions below table before completing this page

School/Site Name (8 Buildings)	CTDS	Grade Span	Service	Enrollment (K-12)	Low Income Students (K-12)	
					Number	Percent



Use the reported October 1 enrollment and poverty counts for each school and rank the results.

Ask questions:

- Do the results of ranking demonstrate a true picture of poverty at the schools?
- Do all schools have poverty counts?
- Are there any schools who have closed and should not have poverty counts in upcoming year.
- Are integrity errors significantly impacting poverty percentages?
- Are there any data errors or discrepancies that would cause changes in the Rank & Serve process?

6. Definitions

Term	Definition
PEA	Public Education Agency. The broad category of public entities that provide education to children, including LEAs and certain state-supported or other public education entities.
LEA	A public authority that legally operates elementary or secondary schools, including school districts and eligible charter organizations.
Income Eligibility 1 and 2	The two indicators used to identify students included in the October 1 Poverty count.
Poverty student count	The unduplicated number of students identified under Income Eligibility 1, Income Eligibility 2, or both. A student identified under both is counted once.
Poverty rate	The unduplicated poverty student count divided by total October 1 enrollment.
Post-integrity record	A record that has passed applicable AzEDS integrity checks.
SIS	School Information System. The local system used to maintain and submit student data.
CTED	Career and Technical Education District.
JTED	Joint Technical Education District.

If you have further questions not answered in this document, please contact the ESEA team at ESEA@azed.gov or call (602) 364-1958 for assistance.