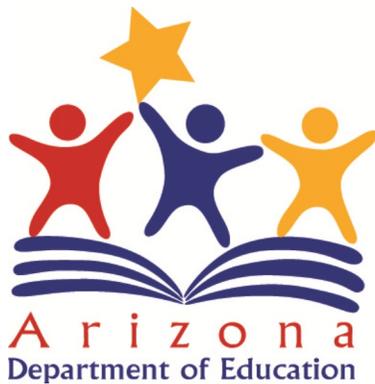


Arizona Department of Education



# **Student Accountability Information System**

## **Student Database Transaction Requirements**

### **SAIS Business Rules**

Version 2.0

Last updated: December 28, 2011

Arizona Department of Education  
Information Technology Department  
1535 W. Jefferson Street  
Phoenix, Arizona 85007-3209

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## Revisions

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Below is an inventory of the revisions made to this document since publication of version 1.0. (The revisions made while this document was in Draft form are not included in this list.) Each time a revision is made the following sections, if included in this document, will also be updated: Table of Contents, List of Figures, List of Tables, Issues.

**Table 1: 12/01/2011 Version 2.0 Published**

Ver	New information	Old information	Source
2.0	Updated to DITA XML formatting <ul style="list-style-type: none"> <li>• "Introduction" changed to "About This Document"</li> <li>• "SAIS Overview" replaced by "SAIS in Brief"</li> <li>• Added Document References</li> <li>• Changed Appendix A to General Requirements</li> </ul>	Matches style of later SAIS documents	B Conlin
2.0	Removed US as valid grade assignment		B Conlin
2.0	Added FPNI Business Rules and Scenarios under SPED Services		B Conlin
2.0	Added SPED School Concurrency Business Rules and Scenarios under SPED Services		B Conlin

Updated the immigrant count due date to June 30 (March 15, 2006)

Updated the refugee count due date to March 31 (March 15, 2006)

# About This Document

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## Author

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

## Audience

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

## Contacts

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For comments, corrections, or other information about this document, contact the ADE IT Department at [ADEsupport@azed.gov](mailto:ADEsupport@azed.gov). Please provide the following information:

- In the "Subject" line of the email, type "ADE IT Document inquiry."
- In the body of the email:
  - the system name and document name (from the document's header)
  - the document's last updated date (from the document's footer)
  - the purpose of your inquiry
  - your 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)

## Document References

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The SAIS system is described in detail on ADE's main SAIS website, at <http://www.azed.gov/student-accountability/>.

Other related information, including those items referred to in this document, can be found at another ADE website at <http://www.azed.gov/student-accountability/sais-documents/>.

## Document Distribution / Postings

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Notification of updates to this document should be made to the following:

- all Student Management System vendors participating in the SAIS project
- all Arizona school district IT contacts
- all RTCs

This updated document will be posted on ADE's SAIS Design/Requirements Documents website: <http://www.azed.gov/student-accountability/sais-documents/>.

## Document Filename

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This document is stored at ADE with the filename [SAIS Business Rules.pdf](#).

# SAIS in Brief

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## SAIS Scope

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The Student Accountability Information System project was entrusted to provide new system solutions to state and federal funding and reporting. The project comprised the following functional areas.

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

SAIS is a core system to which the following ADE functions have been or will be linked: Student Services, School-to-Work, Exceptional Education Vouchers, Student Achievement, GED, Grants, and Teacher Certification.

Hence SAIS developed a consistent enterprise-wide customer database, where the term "customer" refers to LEA's and to any other entity that receives services from ADE.

As of December 1999 all of the system components of the first four areas were implemented. From July 1999 state aid payments have been determined by the new systems. All ADE reports for LEA's are posted on the ADE web site.

The fifth area - Student Detail Data - represents the adoption of a new approach to student information accountability. Rather than collecting numerous student counts, the intention is to collect, as events occur, the source data: individual student records reflecting specific events in the students' relationship with the school (e.g., beginning a membership, absence, withdrawal from a membership). The new approach has become law with the approval of proposition 301 in November 2000, effective July 1, 2001.

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

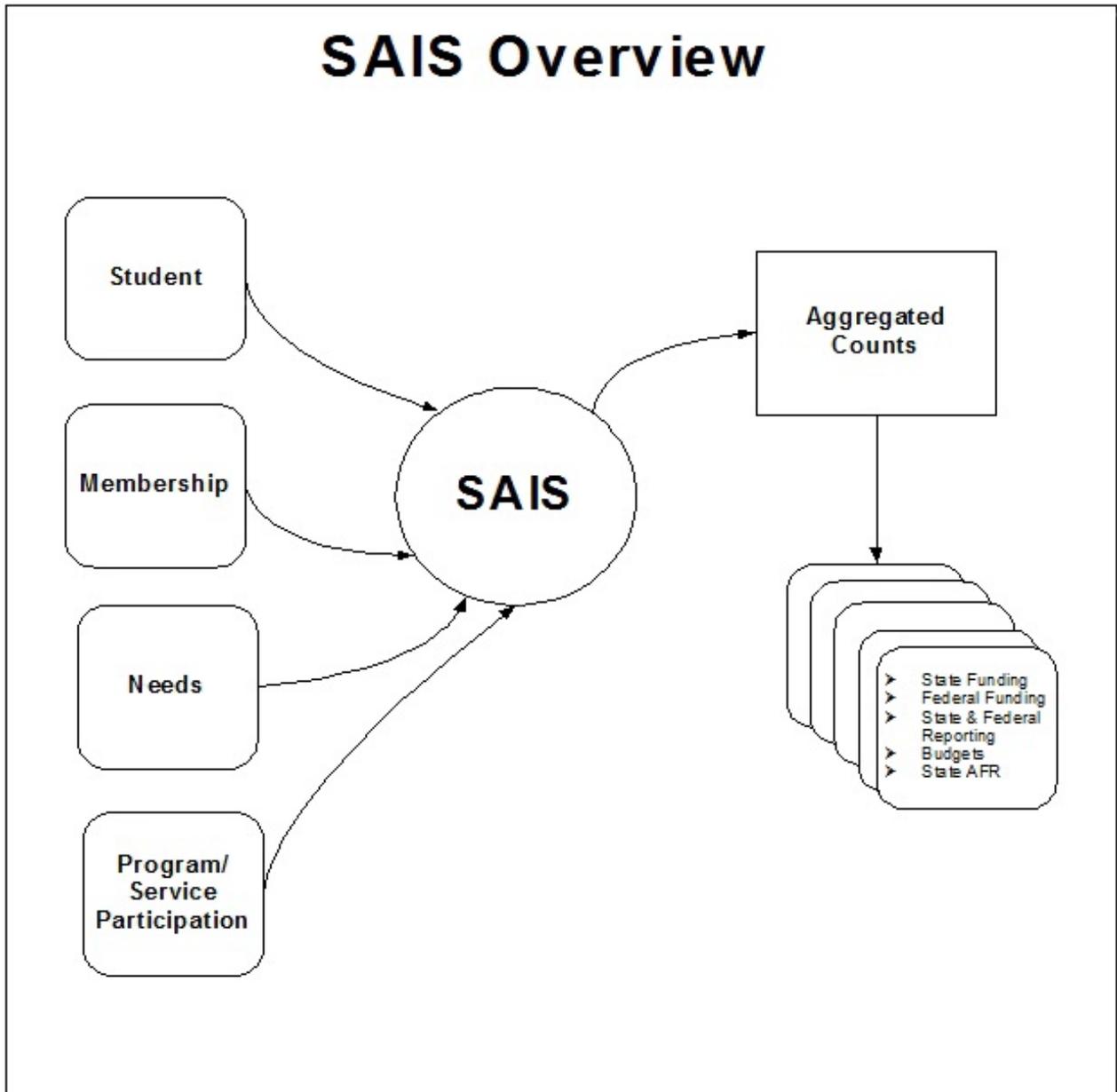


Figure 1: SAIS Overview

## Business Rules

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The Business Rules section identifies business rules broken out by Global rules, Student/Membership, Needs, SPED Services, Language Programs, and Support Programs. **Transaction Code Values** document contains specific data elements, required or mandatory data flags, and code values to support business rules within this document.

### Global Rules

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The Global Rules section 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.

### Student Membership

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Rules specific to SAIS Student Membership are enumerated in this section. 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 FY2004 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: 21<sup>st</sup> Century. Support program: 21<sup>st</sup> Century Program. Qualifying grants: 21<sup>st</sup> Century Community Learning Centers and 21<sup>st</sup> Century Community Learning Centers Renewal-Year 2.
  - c. Group: Title I-A. Support programs: Title I Mathematics, Title I Other Instructional Services , Title I Reading / Language Arts , 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.

## Needs

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The Needs section 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 15<sup>th</sup>. 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 Program s
  - 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 Instructional Services Support Program Transaction requires an Other Academic Services Need Code;
  - c. Title I Reading /Language Arts 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 FY2003-04. (This will change in FY2004-05 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 011 Student Need 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 FY2003-04:

**Table 2: How to Report for FY2003-04**

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	011 Student Need 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 FY2004-05 and Beyond: Beginning in FY2004-05, 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 FY2003-04).
10. Students identified as gifted will be reported in SAIS in one or more Need Groups as follows:

**Table 3: Gifted Student Needs Codes**

Code in Transaction	Description	Need Group	Effective Dates
1	Quantitative Giftedness	Giftedness	starting FY2002
2	Verbal Giftedness	Giftedness	starting FY2002
3	Non-Verbal Giftedness	Giftedness	starting FY2004

11. A Gifted Student may be reported in one, two or in all three Need Codes.
12. 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).
13. 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.
14. A Migrant Student Need is determined by matching students in the Arizona Migrant COEStar database with SAIS on a weekly basis.
15. 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 Program Participation transaction. The Date field on the Student 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.
16. Neglected and Delinquent Needs should be reported as separate needs, just as they are reported as separate Support Programs.
17. An Eligible for Free Lunch Program Student 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).
18. Provide the ability to record start and end dates for Student Need transactions related to Free and Reduced-Price Lunch Programs.

## Language Programs

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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. Student 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 Student Assessment Method transactions are added beginning FY2005 as follows:
  - a. Arizona Student Assessment – Oral - code value 5
  - b. Arizona Student Assessment – Reading – code value 6
  - c. Arizona Student Assessment – Writing – code value 7
5. SAIS will collect a score for each assessment method.
6. Per A.R.S. § 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.
9. Students in Preschool (PS) are not valid participants in ELL programs.
10. Language Exit Reason codes that will be retired effective FY2005 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.

## SPED Services

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### FPNI Business Rules and Scenarios

#### FPNI Business Rules

These are the revised rules for SPED service participations (also referred to as ‘service’; terms are interchangeable) passing or failing Federal SPED integrity checks based on dates of service and the setting of the Federal Primary Need Indicator (FPNI). The “Scenarios” are diagrams that illustrate the point of each rule.

#### Term Definitions and Usage

1. **Service Exit Date:** When a SPED service participation's Service Exit Date is NULL or missing, use 06/30 of the Fiscal Year as the Service Exit Date. For example, a service in FY2010 whose Service Entry Date is 08/25/09 and whose Service Exit Date is NULL or missing should use 06/30/10 as the Service Exit Date.
2. **Span:** The days in any service between the Service Entry Date and the Service Exit Date, including the Service Entry Date and the Service Exit Date.

3. **Day in Common:** Any day that is within the Span of more than one service. For example, if Service A has a Service Exit Date of 12/10/09 and Service B has a Service Entry Date of 12/08/09, the services have three Days in Common (12/08/09, 12/09/09, 12/10/09). If one service ends on a given day and another starts the same day, they have that Day in Common. Service participations with Days in Common are considered to be concurrent.

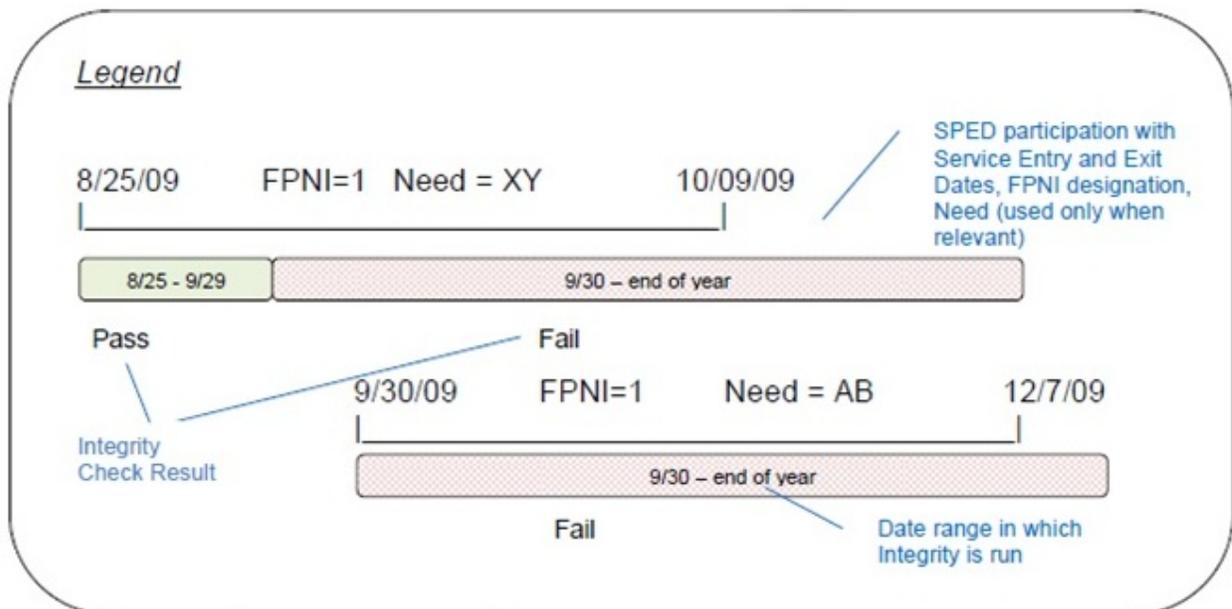
### Business Rules

The revised business rules are defined in *Table 4: FPNI Rule Effects on Federal SPED Integrity* (page 11). Each business rule contains a definition, the effect the rule has on the applicable Federal SPED integrity check and the scenario that illustrates the rule.

**Table 4: FPNI Rule Effects on Federal SPED Integrity**

BR #	Rule Definition	Expected Effect on Integrity Check	Applicable Fed SPED Integrity Check	Scenario Reference Number
FPNI - 1	Any service whose FPNI is 1 that has no Days in Common with any other service	PASS	SC-INT-SPD-001.19.1	1
FPNI - 2	Any service whose FPNI is 0 that has no Days in Common with any other service	FAIL	SC-INT-SPD-001.19.1	2
FPNI - 3	Any service whose FPNI is 1 that has any Days in Common with any other service whose FPNI is 1 AND the needs are different	FAIL those services	SC-INT-SPD-001.19.2	3
FPNI - 4	Any service whose FPNI is 1 that has any Days in Common with any other	PASS those services	SC-INT-SPD-001.19.2	4

### FPNI Scenarios



**Figure 2: Legend**

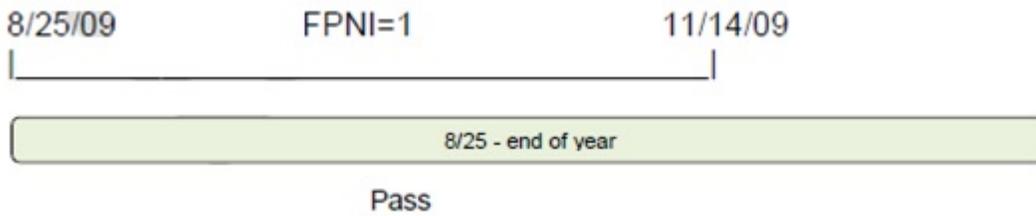


Figure 3: Scenario 1: No Days in Common with any other; FPNI = 1

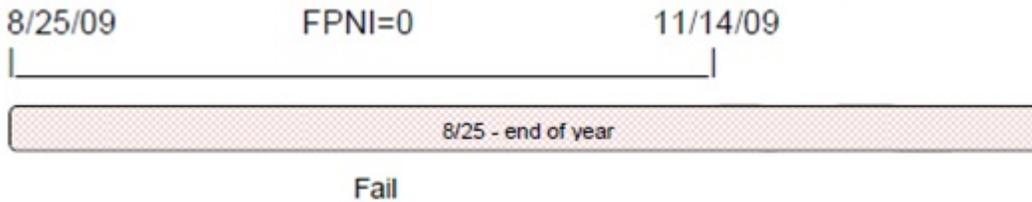


Figure 4: Scenario 2: No Days in Common with any other; FPNI = 0

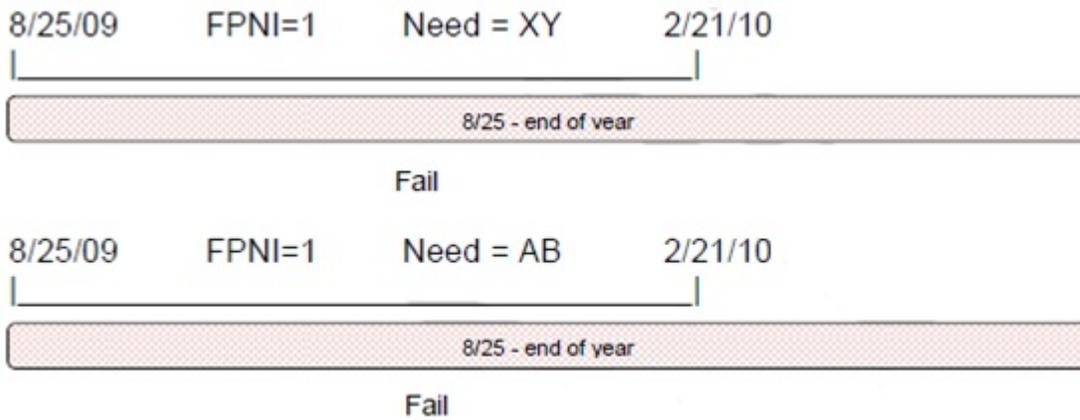


Figure 5: Scenario 3: More than 1 FPNI; at least one Day in Common; different needs

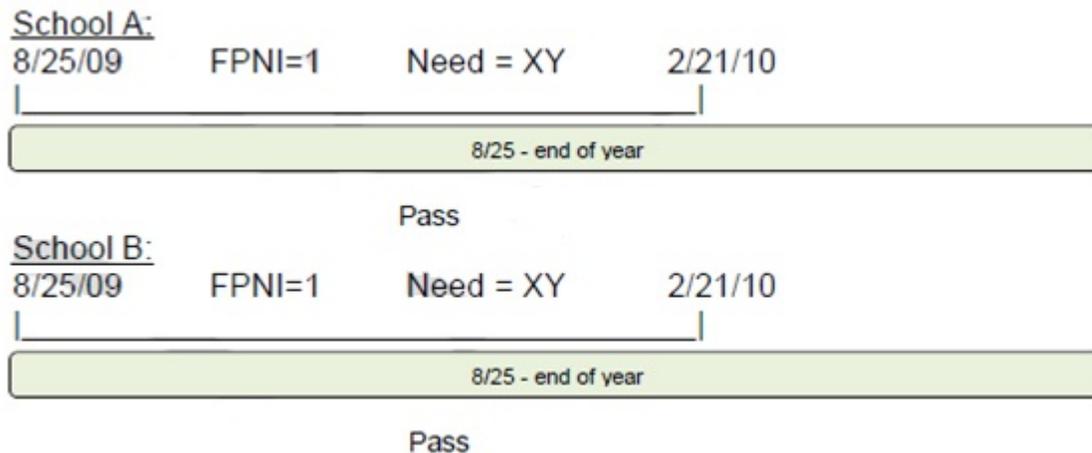


Figure 6: Scenario 4: More than 1 FPNI; at least one Day in Common; same need; different schools

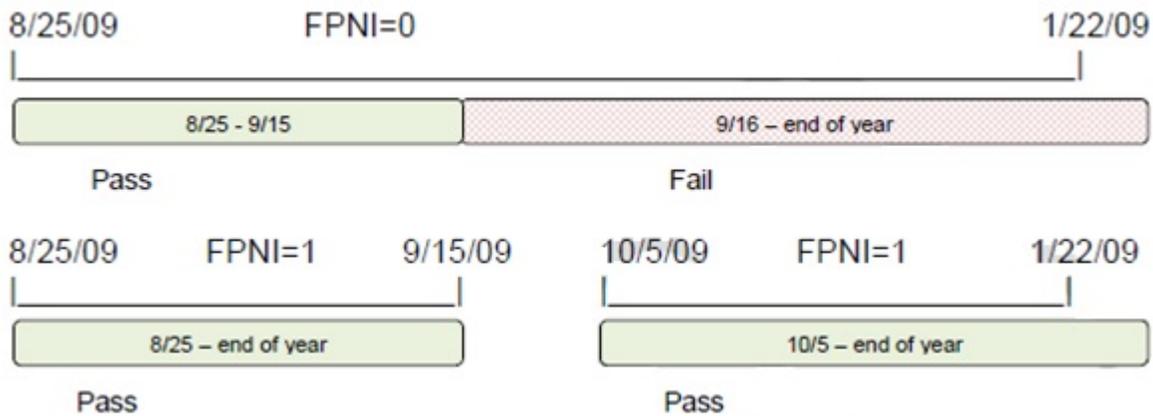


Figure 7: Scenario 5: FPNI = 0 and has days in its Span where it is the only service

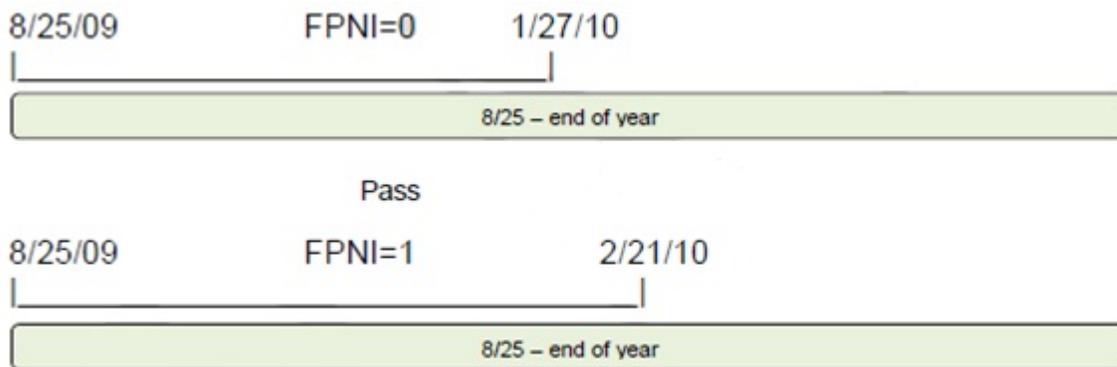


Figure 8: Scenario 6: FPNI = 0 has all Days in Common with an FPNI = 1 service

## SPED School Concurrency Business Rules and Scenarios

### SPED School Concurrency Business Rules

These are the revised rules for SPED service participations passing or failing Federal SPED integrity checks based on dates of service and the SPED School Concurrency designation. The “Scenarios” are diagrams that illustrate the point of each rule.

#### Term Definitions and Usage

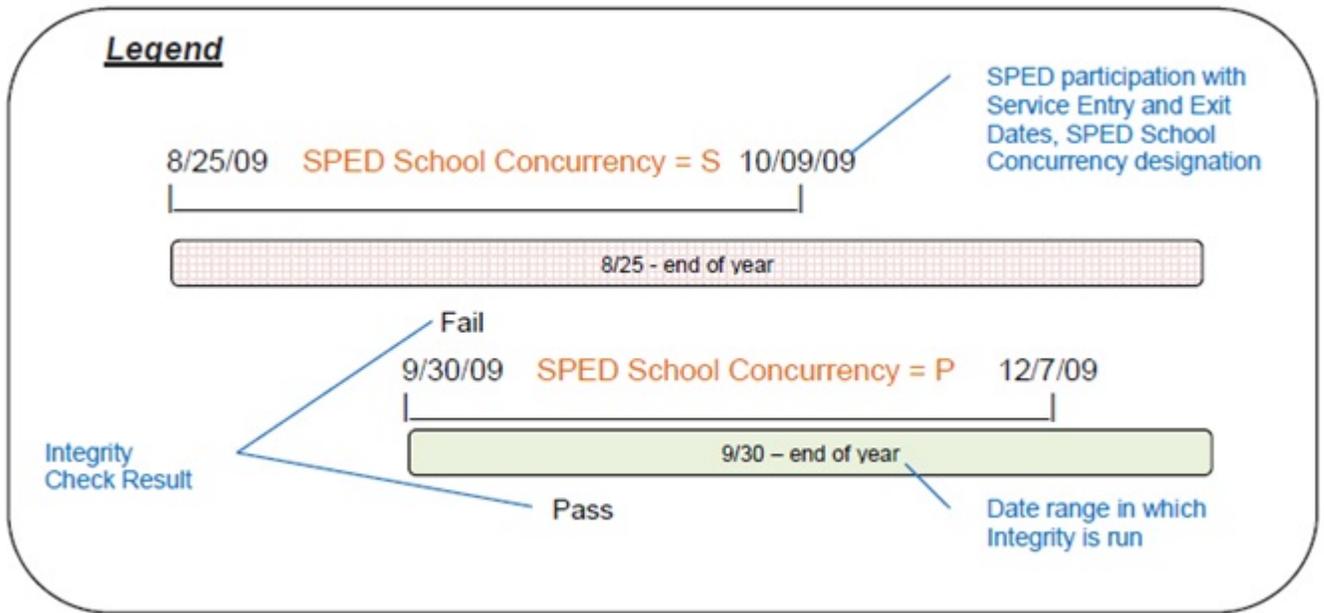
1. **Service Exit Date:** When a SPED service participation’s Service Exit Date is NULL or missing, use 06/30 of the Fiscal Year as the Service Exit Date. For example, a service in FY2010 whose Service Entry Date is 08/25/09 and whose Service Exit Date is NULL or missing should use 06/30/10 as the Service Exit Date.
2. **Span:** The days in any service between the Service Entry Date and the Service Exit Date, including the Service Entry Date and the Service Exit Date.
3. **Day in Common:** Any day that is within the Span of more than one service. For example, if Service A has a Service Exit Date of 12/10/09 and Service B has a Service Entry Date of 12/08/09, the services have three Days in Common (12/08/09, 12/09/09, 12/10/09). If one service ends on a given day and another starts the same day, they have that Day in Common. Service participations with Days in Common are considered to be concurrent.

The revised business rules are defined in [Table 5: SPED School Concurrency Rule Effects on Federal SPED Integrity Checks](#) (page 14). Each business rule contains a definition, the effect the rule has on the applicable Federal SPED integrity check and the scenario that illustrates the rule.

**Table 5: SPED School Concurrency Rule Effects on Federal SPED Integrity Checks**

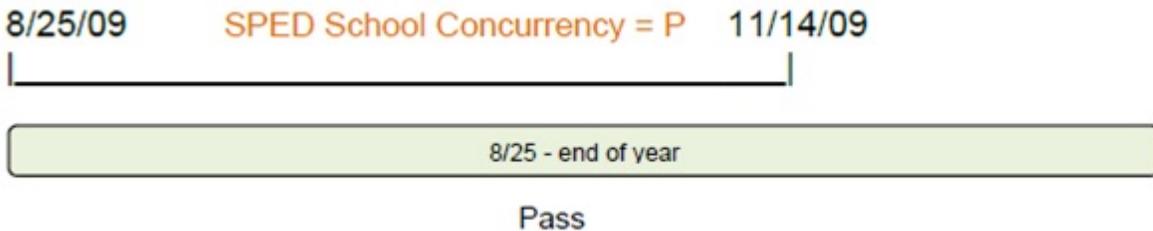
BR #	Rule Definition	Expected Effect on Integrity Check	Applicable Fed SPED Integrity Check	Scenario Reference Number
SPEDConc - 1	Any participation with a Primary ('P') school designation that has no Days in Common with any other participation at the same school or a different school.	PASS	SC-INT-SPD-001.20.3	1,9
SPEDConc - 2	Any participation with a Secondary ('S') school designation that has no Days in Common with any other participation at the same school or a different school.	FAIL	SC-INT-SPD-001.20.3	2
SPEDConc - 3	Any participation with a 'P' designation that has any Days in Common with any other participation at a different school with a 'P' designation	FAIL those participations	SC-INT-SPD-001.20.1	3
SPEDConc - 4	Any participation with a 'P' designation that has any Days in Common with any other participation at the same school with a 'P' designation.	PASS those participations	SC-INT-SPD-001.20.2	4
PEDConc - 5	Any participation with a 'P' designation that has any Days in Common with any other participation at a different school with an 'S' designation.	PASS the 'P' participations	SC-INT-SPD-001.20.1	5, 7, 8
SPEDConc - 6	Any participation with an 'S' designation that has any Days in Common with one or more participations with an 'S' designation at a different school AND no 'P' designation exists.	FAIL those participations	SC-INT-SPD-001.20.3	6
SPEDConc - 7	Any participation with an 'S' designation and has any days in its Span where it is the only participation.	FAIL	SC-INT-SPD-001.20.3	2, 5, 6, 7
SPEDConc - 8	Any participation with an 'S' designation and all of the days in its Span are in common with at least one and no more than one participation with a 'P' designation at a different school.	PASS	SC-INT-SPD-001.20.3	8
SPEDConc - 9	Any participation that has any Days in Common with any other participation at the same school with a different designation.	FAIL	SC-INT-SPD-001.20.2	10
SPEDConc - 10	Any participation that has any Days in Common with any other participation at the same school with identical designations.	PASS	SC-INT-SPD-001.20.2	11

**SPED School Concurrency Scenarios**

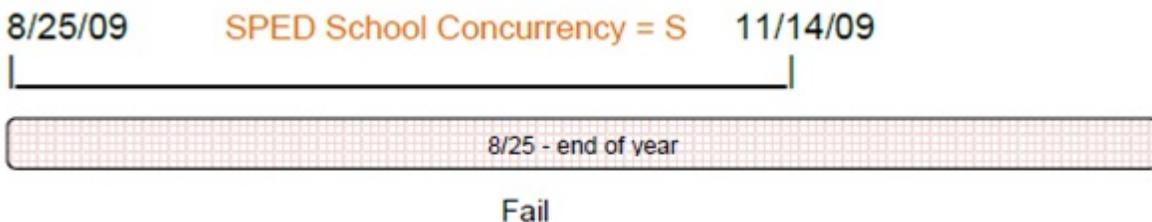


**Figure 9: SPED Scenario Legend**

 **Note:** Integrity is run throughout the year as a student’s data changes. This may result in a change to the initial Federal SPED Integrity result as data at each of the schools the student is attending is modified. See Scenario 5 (SPED School Concurrency = S participation) for an example of the integrity result changing due to a change in student data.



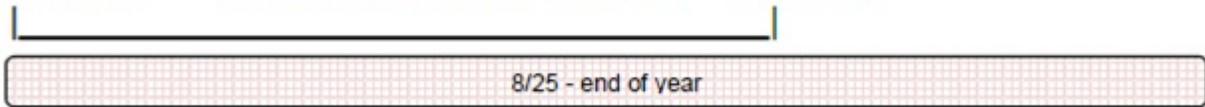
**Figure 10: Scenario 1: No Days in Common with any other participation: SPED School Concurrency = P**



**Figure 11: Scenario 2: No Days in Common with any other participation; SPED School Concurrency = S**

School A:

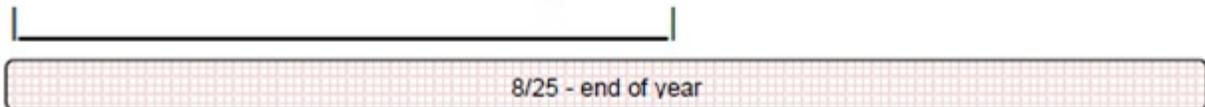
8/25/09 SPED School Concurrency = P 2/21/10



Fail

School B:

8/25/09 SPED School Concurrency = P 1/26/10

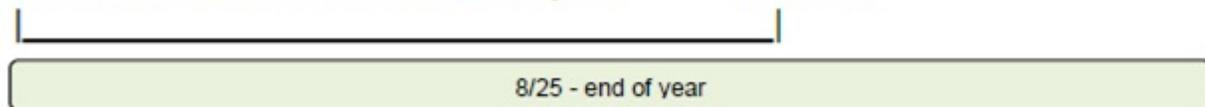


Fail

Figure 12: Scenario 3: More than 1 SPED School Concurrency = P; at least one Day in Common; different schools

School A:

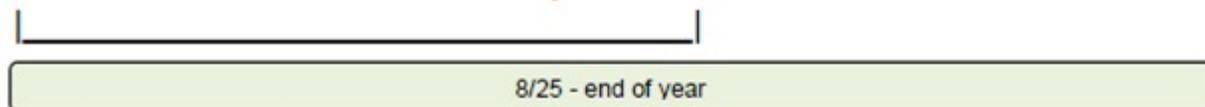
8/25/09 SPED School Concurrency = P 2/21/10



Pass

School A:

8/25/09 SPED School Concurrency = P 1/26/10

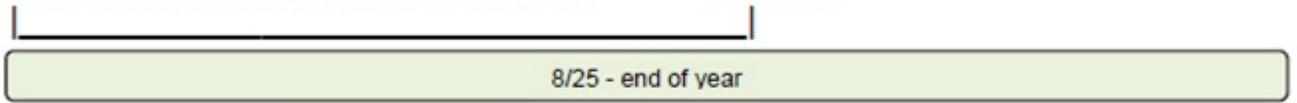


Pass

Figure 13: Scenario 4: More than 1 SPED School Concurrency = P; at least one Day in Common; same school

School A:

8/25/09 SPED School Concurrency = P 10/9/09



Pass

School B:

9/30/09 SPED School Concurrency = S 12/7/09



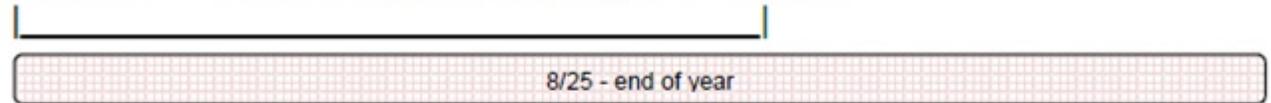
Pass

Fail

Figure 14: Scenario 5: SPED School Concurrency = S continues after SPED School Concurrency = P ends; at least one Day in Common; different schools

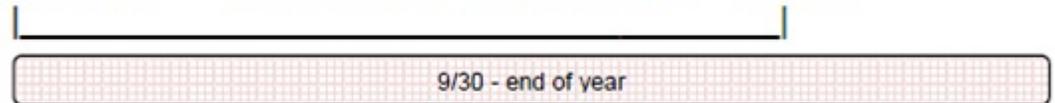
School A:

8/25/09 SPED School Concurrency = S 10/9/09



Fail

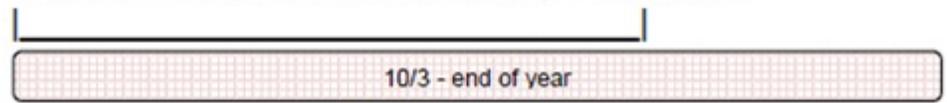
9/30/09 SPED School Concurrency = S 12/7/09



Fail

School B:

10/3/09 SPED School Concurrency = S 12/1/09



Fail

Figure 15: Scenario 6: More than 1 SPED School Concurrency = S; no SPED School Concurrency = P; at least one Day in Common; different schools

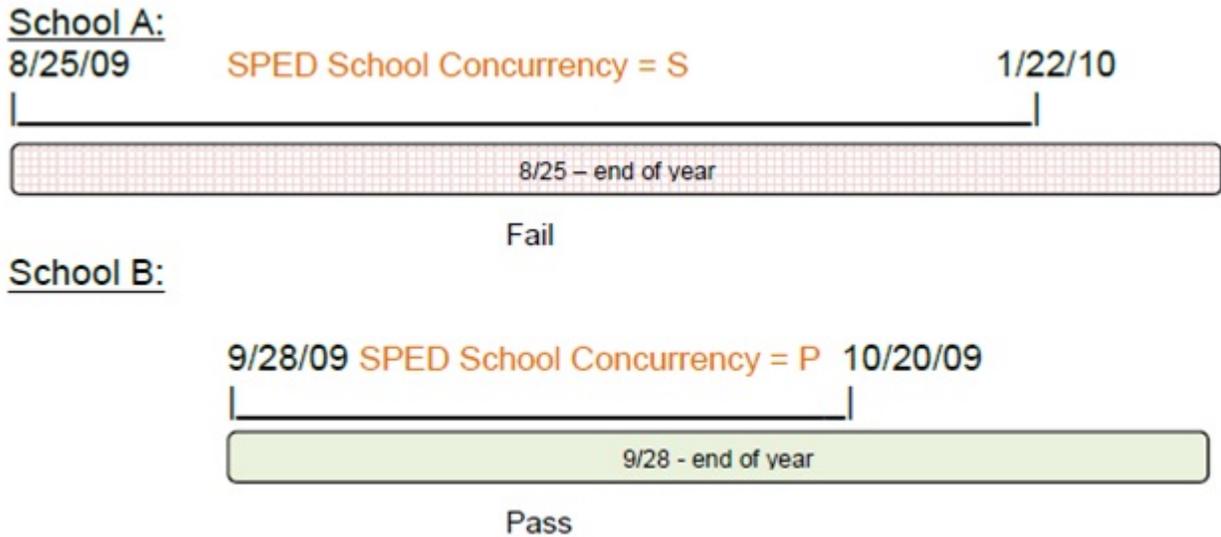


Figure 16: Scenario 7: SPED School Concurrency = S; has days in its Span where it is the only participation; different schools

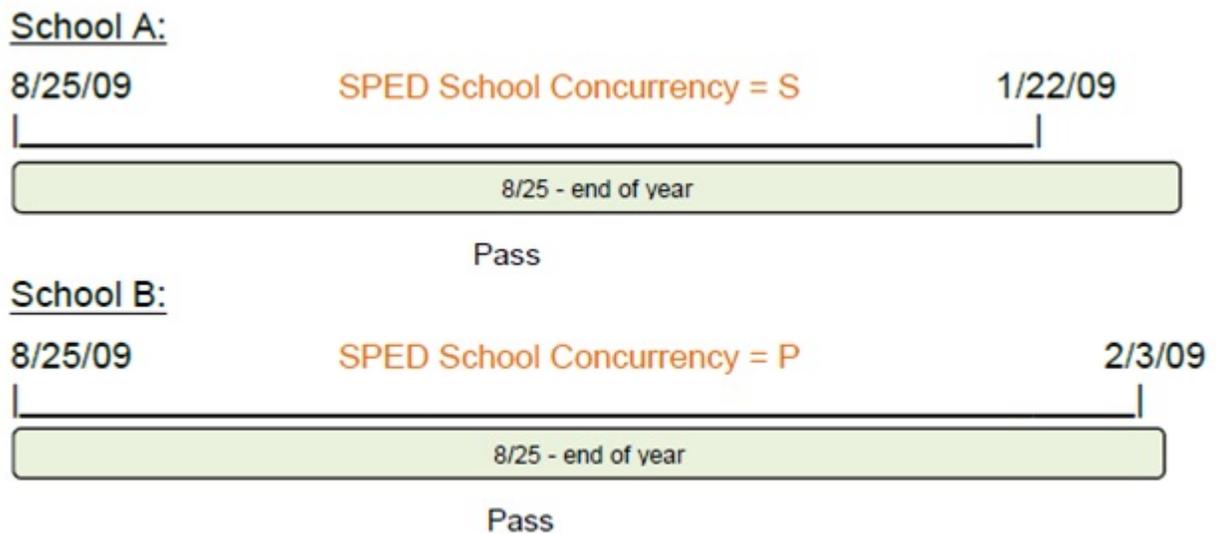


Figure 17: Scenario 8: SPED School Concurrency = S; all Days in Common with SPED School Concurrency = P; different schools

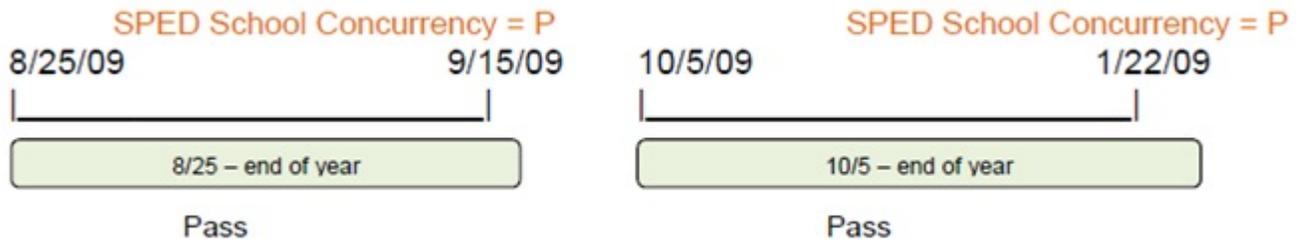
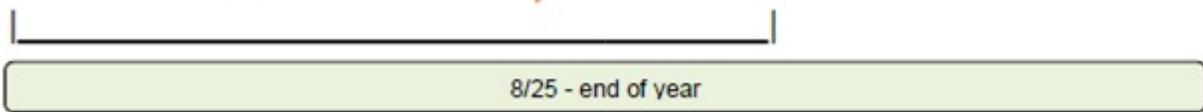


Figure 18: Scenario 9: More than 1 SPED School Concurrency = P; no Days in Common; different or same schools

**School A:**

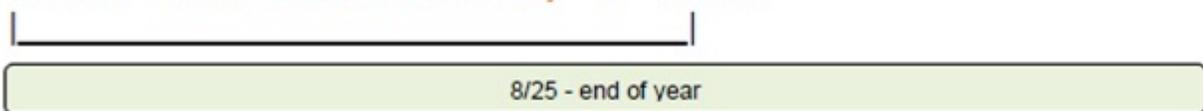
8/25/09 SPED School Concurrency = P 2/21/10



Fail

**School A:**

8/25/09 SPED School Concurrency = S 1/26/10



Fail

Figure 19: Scenario 10: Different SPED School Concurrency designations; at least one Day in Common; same school

**School A:**

8/25/09 SPED School Concurrency = P 2/21/10

|-----|

8/25 - end of year

Pass

**School A:**

8/25/09 SPED School Concurrency = P 1/26/10

|-----|

8/25 - end of year

Pass

**Figure 20: Scenario 11: Same SPED School Concurrency designation; at least one Day in Common; same school**

## Support Programs

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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 Program s.
  - 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 Student 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 Instructional Services Support Program transaction requires an Other Academic Services Need Code;
  - c. Title I Reading /Language Arts 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/Language Arts”, 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, SPED 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 Codes 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. American Indian or Alaskan Native – code value 1, 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.

**Table 6: Refugee Support Program Participation**

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

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 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 / 100<sup>th</sup> Day ADM.
- b.** Title I Status = Schoolwide Program (SWP), SWP Planning Year, Targeted Assistance (TA), or None.
- c.** State & Federal School Improvement Status = 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> 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.

# General Requirements

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## Commonly Used Acronyms

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

Name	Term
AAD	Academic Achievement Division
ADA	Average Daily Attendance
ADE	Arizona Department of Education
ADM	Average Daily Membership
AFR	Annual Financial Report
AIMS	Arizona's Instrument to Measure Standards
AYP	Adequate Yearly Progress
CFR	Code of Federal Regulations
CTD	County, Type, District entity identifier
CTDS	County, Type, District, School entity identifier
DITA	Darwin Information Typing Architecture
DOA	District of Attendance
DOR	District of Residence
EAS	English Acquisition Services
ELL	English Language Learner
FEP	Fluent English Proficient
FERPA	Family Education Rights and Privacy Act
FPNI	Federal Primary Need Indicator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Program
IPT	IDEA Proficiency Test
ISO	International Standards Organization
JOM	Johnson-O'Malley
KG	Kindergarten
LEA	Local Education Agency
MIS	Management Information Systems
NCLB	No Child Left Behind

Name	Term
PS	Preschool
RTC	Regional Training Center
SAIS	Student Accountability Information System
SEI	Structured English Immersion
SMS	Student Management System
SPED	Special Education
SWP	School Wide Program
UE	Ungraded Elementary (Grade assignment (obsolete except for SPED students))
WLPB-R	Woodcock Language Proficiency Batter-Revised
WMLS	Woodcock-Munoz Language Survey
XML	eXtensible Markup Language

# Issues

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This area is used to record new issues.