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Data Systems and Educational Technology

TO: District Superintendents
Superintendents of Public Schools
Public School Administrators
Charter School Administrators

Date: November 1, 2016

FROM: Rose LeRoy *Rose M. LeRoy*

SUBJECT: Reporting 2016–17 School Year Data in SIRS

This memo highlights revisions and additions to school district, BOCES and charter school data collection requirements and deadlines for reporting 2016–17 school year data to the New York State Education Department via the School (formerly referred to as Student) Information Repository System (SIRS).

It is important to note that all data are considered public records at any time during the school year. In addition to the specified due dates for data sets outlined in the SIRS data reporting timeline, the Department may extract data from the data warehouse throughout the school year as needed. These data extracts may be required for state and federal reporting purposes, NYSED program office use, and to respond to data requests. Therefore, it is important for districts, BOCES, and charter schools to have processes in place early in the school year to ensure data are as complete and accurate as possible at all times.

Deadlines for Verifying 2016–17 School Year Data in SIRS

Dates for important data extracts are available at <http://www.p12.nysed.gov/irs/>. Please review these dates carefully to ensure all data are reported in a timely and accurate manner. Additional dates will be added and communicated to regional data centers as they become available. Regional data centers require data to be submitted to them earlier than the dates listed in order to allow sufficient time for processing. For a list of regional data center contacts, see “RIC/Big 5 Contacts” at <http://www.p12.nysed.gov/irs/sirs/ric-big5.html>. The reporting requirements described in this memo apply to all public school districts and their schools, BOCES, and charter schools. Please share this information with district, BOCES, and school personnel who are responsible for data reporting and verification. Full SIRS reporting guidance will be available in the 2016-17 *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/home.html>.

New Data Collection and Reporting Requirements for 2016–17

Children in Foster Care: In order to fulfill data collection and reporting requirements of the federal Every Student Succeeds Act (ESSA), children in foster care at any time during the school year will be reported in SIRS with a Program Service Code of 8300 (Child in Foster Care). Please see the 2016-17 *SIRS Manual* for definition of “Foster Care.”

Immigrant Children: Immigrant definition in the *SIRS Manual* is that used by the U.S. Department of Education. Immigrant children and youth are defined as 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. The months need not be consecutive.

"State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad (including those born on military bases), the U.S. Virgin Islands, Guam, or any other U.S. territory that is not D.C. or Puerto Rico are considered immigrants.

In 2016-17, Program Service Code 8282 (Immigrant Children and Youth Status) will be used to identify children and youth who fit the federal definition of immigrant.

The IMMIGRANT INDICATOR and YEARS IN UNITED STATES SCHOOLS fields previously used by SED to identify immigrant students will no longer be collected by the Department. These fields will remain available in the Student Lite table for local use only.

Students with Parent(s) in the Armed Forces: In order to fulfill data collection and reporting requirements of ESSA, students with one or more parent who is a member of the Armed Forces and on Active Duty will be reported in SIRS with a Program Service Code of 8292 (Student with a Parent on Active Duty in the Armed Forces). Please see the 2016-17 *SIRS Manual* for definitions of “Armed Forces” and “Active Duty.”

Career Development and Occupational Studies (CDOS):

- **CDOS Program Service Code:** Beginning in 2016-17, all students working toward a CDOS credential will be reported in SIRS with Program Service Code 8271 (Student Working toward a CDOS Credential) each year the student participates in a CDOS program. When the student leaves the program, end that code with either Program Service Exit Code 700 (Received a CDOS credential) or 701 (Left program without receiving CDOS).
- **CDOS Career Pathway:** Beginning in 2016-17, students who use CDOS as a Career Pathway must be reported with Career Path Code “CDOS.” To do so, they must pass one Regents exam or an examination from the list of Department-approved alternatives in each of the following: English, Math, Science, and Social Studies AND meet the requirements of the CDOS commencement credential.

P-Tech Programs: Program Duration, Field 20 in the Programs Fact Table, will be used to identify the current year of the program a student is enrolled in for students in either a NYS

P-Tech Program or NYC P-Tech Grades 9-14 Early College and Career High School program.

NYS Seal of Biliteracy: Students who have received a New York State Seal of Biliteracy (NYSSB) must be reported with Program Service Code 8312 (Received Seal of Biliteracy) when the student graduates.

NYS 3-8 ELA and Math Assessments: Districts will have the option to administer the NYS 3-8 ELA and math Operational and Stand-alone Field Test (SAFT) assessments using Paper-Based Testing (PBT) or Computer-Based Testing (CBT).

Grades 7 & 8 Math Waiver: The U.S. Department of Education has extended the double testing waiver, allowing eighth grade students to take Regents examinations in mathematics in lieu of the NYSTP grade 8 mathematics assessment to fulfill the testing requirement in mathematics for accountability. The Department is seeking clarification on whether the waiver will also be extended to students in grade 7.

New Assessment Measure Standard Codes: New codes will be available for districts to report Common Core Examinations in Algebra II for the January and August Regents.

Discontinuation of non-Common Core Course Codes: The following course codes will not be reportable in 2016-17: 01003 (ELA III, 11th grade); 02052 (Algebra I); 02056 (Algebra II); 02072 (Geometry) as these courses must be reported using the Common (CC) course codes.

ELL Status Exit Program Service Code 3033: This code will not be available until the assessment for which a student must score proficient to exit ELL status using this code is developed.

LEP/ELL Code Descriptions: Code descriptions that included the term “Limited English Proficient” or acronym “LEP” will be revised to use the term “English Language Learner” and the acronym “ELL.”

Data Collection and Reporting Reminders for 2016-17

Chronic Absenteeism: NYSED will be requiring districts to report and verify student attendance data and school calendars to assist educators in identifying students in need of support and to provide interventions. In addition, NYSED will be requiring districts to report and verify attendance and school calendars to enable attendance reporting to transition from BEDS to SIRS.

Teacher Attendance: NYSED will be requiring districts to report and verify teacher attendance data to enable this data element to transition from BEDS to SIRS.

Staff Evaluation: Regulation changes adopted by the Board of Regents at their December 2015 meeting remove the impact of grades 3-8 NYS ELA and Math State Assessments (State-provided growth scores and SLOs tied to these assessments) and State-provided growth scores resulting from Common Core Regents Exams from teacher and principal evaluation. For the

transition period (2015-16 through 2018-19), LEAs are required to calculate both original and transition staff evaluation scores and ratings. The current Staff Evaluation template was modified to accommodate submission of Staff Evaluation data under both Education Law §3012-c and Education Law §3012-d, consistent with the approved 2015-16 APPR plan, as well as both original and transition evaluation data, as applicable. A new field, Evaluation Group Code, will be used to indicate the type of plan the LEA has approved for the 2015-16 school year.

Growth Model – Grade 8 Algebra: During the 2014-15 school year, the Department and its student growth vendor determined that it is possible to include eighth grade students who take the Regents Examination in Algebra I (Common Core) in the State-provided growth model for teachers and principals of grades 4-8.

Consistent with the Department’s intent to maintain stability in the State-provided growth model during the transition period (2015-16 through 2018-19 school years) as we move to a revised State-provided growth model, the Department has decided not to move forward with this expansion of the growth model. Therefore, Algebra I Regents Exam data will not be included in the growth model for 8th grade students, and in 2016-17 students who take only the Regents Exam and do not take their grade level math assessment will remain excluded from the State-provided growth model.

Growth Model – Regents: For the 2014-15 school year, as the Department began the phase out of the Integrated Algebra Regents Exam, the State-provided growth model for grades 9-12 included only the Algebra I (Common Core) version of the Regents Exam in the grades 9-12 Mean Growth Percentile (MGP) measure. ELA MGPs, however, continued to include both the Regents Comprehensive Exam in English and the Regents Exam in ELA (Common Core). For students who took both versions of the ELA Regents exam in 2014-15, the higher of their two SGPs was incorporated into principals’ MGPs.

In 2015-16, the MGPs for grades 9-12 only includes versions of the Algebra I and ELA Regents Exams measuring the Common Core Learning Standards, as the Department continues to phase out the earlier assessments, and will no longer include the Regents Comprehensive Exam in English.

Data Verification in 2016–17

Verification reports are available in the Level 2 Reporting (L2RPT) environment (see <http://www.p12.nysed.gov/irs/level2reports/home.html>) **to be used throughout the school year** to help ensure that all data are reported accurately in SIRS. If data must be updated, changes must be made to the local source system. Data will be refreshed on a daily or weekly basis in Level 2 of the SIRS until the end of the year deadline.

User accounts for L2RPT are created and managed by the superintendent or charter school CEO or the superintendent’s or charter school CEO’s Delegated Account Administrator through the State Education Department’s Delegated Account System (SEDDAS) available via the NYSED Business Portal at <http://portal.nysed.gov>. Additional support for authorized users of SEDDAS can be found at <http://www.p12.nysed.gov/seddas/seddashome.html> and may also be provided by your Level 1 data center.

In addition to the verification reports available through L2RPT, other reports are

distributed to schools and/or districts throughout the data collection cycle via the Information Reporting Services Portal (IRSP). When reports are posted to the IRSP, an email notification is sent to the Information Officer/District Data Coordinator from SEDREF, indicating that a file is available for downloading. **It is important that school districts, BOCES, and charter schools ensure their CIOs/Data Administrators are listed in the NYSED SEDREF database in order to receive notifications.**

Please see Appendix A for a list of reports to assist with data verification.

Federal Reporting

State Education Agencies submit education performance data for grades K–12 at the State, district, and school levels to the United States Department of Education (USED). These data are known as *EDFacts*. *EDFacts* data include information on State performance assessments, public school choice, supplemental educational services options, and graduation rates, among other topics. The data submitted is used for monitoring, public reporting, and requests from Congress. For more information on *EDFacts*, visit the *EDFacts* Initiative website at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>.

Consolidated State Performance Report (CSPR): The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended. Part I of the CSPR collects data related to the five ESEA Goals. Part II of the CSPR collects information related to state activities and outcomes of specific ESEA programs. USED uses these data to monitor States' progress in implementing ESEA and to identify technical assistance needs and program management and policy needs. Much of the data reported through *EDFacts* is reported in the CSPR. Level 1 Operators and districts should be aware of these reports and the publicly available data therein. For more information, visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

Every Student Succeeds Act: On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and eliminates much of the prescriptiveness of the No Child Left Behind Act (NCLB) and the ESEA Flexibility Waivers. On May 26, 2016, the United States Department of Education (USDE) released draft regulations outlining requirements for the state accountability plan and for implementing ESSA. After consultation with a large and diverse group of stakeholders, in October 2016, NYSED plans to develop a state plan to present to USDE. Once the plan has been approved by the members of the Regents, the Governor, and USDE, NYSED will be providing updated information on institutional accountability.

Template Changes for 2016–17

eScholar data templates for 2016–17 are available at <http://www.p12.nysed.gov/irs/vendors/2016-17/techInfo.html> Changes to the eScholar data templates for 2016–17 are highlighted in yellow. They include the following:

- **Course Instructor Assignment:** A new template that will contain all courses taught by all teachers in districts, BOCES and charter schools. The LEA in which the instruction is

being provided to its students must report the course data. It is imperative that these data be reported completely during this dual collection as the ePMF BEDS collection is phased out.

- **Student Class Entry Exit:** A new template that will contain all courses and the students in those courses in districts, BOCES and charter schools. The LEA in which the instruction is being provided to its students must report the course data. It is imperative that these data be reported completely during this dual collection as the ePMF BEDS collection is phased out. This template will also be collecting dual/concurrent enrollment data concerning students taking courses for college credit.
- **Staff Student Course:** This template will no longer accept data concerning all courses. It will be limited to only 16 courses. Grades 3-8 ELA and Math and Regents Math courses.
http://www.p12.nysed.gov/irs/courseCatalog/documents/StateCourseCodesForStateExams_2016-17.pdf
- Only teachers providing instruction in these courses will review roster data in the NYSED Teacher Access and Authorization (TAA) system. While grades 4-8 ELA/Math data will be used for the State-provided growth model, it is important that any LEA involved in Computer-Based testing (CBT) provide accurate 3-8 data.
- **Staff Snapshot:** Two additional fields will be required in 2016-17:
 1. Staff emails – All records reported in Staff Snapshot must have an email to assist with a new streamlined Teacher Access and Authorization (TAA) account creation process. For more information on this process, visit <http://www.p12.nysed.gov/irs/beds/PMF/home.html>
 2. Itinerant teacher flag – This will allow for the reporting of all itinerant teachers responsible for a course in an LEA but employed by another LEA. The LEA receiving the Itinerant will use this flag.

Districts should begin loading Staff Snapshot data as early in the school year as possible as many of these data elements will be prefilling the teacher ePMF forms accessed in the TAA system.

NOTE: Staff ID for each staff member must be consistent across all templates. Use TEACH ID from the TEACH system.

NYCDOE Schools and New York City Charter Schools

New York City Department of Education (NYCDOE) principals ***do not have access*** to the NYSED Business portal. For any data that NYSED makes available through the Business portal, the NYCDOE will provide alternate access for NYCDOE principals.

Verification reports are available NYCDOE principals in L2RPT. The link to the NYC instance of L2RPT is <https://reports.nycenet.edu/StateL2RPTReports>.

For general assistance with data reporting, NYCDOE schools should contact their Field Support Center Performance and Assessment Lead.

For Teacher Student Data Linkage (TSDL) reports and verification, NYCDOE teachers and principals do not use the NYSED Teacher Access and Authorization (TAA) application. NYCDOE teachers and principals have access to STARS Classroom to review and update class list information. If NYCDOE teachers have questions about this process, they should contact their principals or their school's STARS administrator.

New York City charter school leaders **do have access** to the IRS Portal. IRS portal information and access for charter school principals are available at <http://www.p12.nysed.gov/irs/irs-portal/>.

Verification reports are available to NYC charter school leaders in L2RPT. The link to the NYC instance of L2RPT is <https://reports.nycenet.edu/StateL2RPTReports>. For assistance with L2RPT access, NYCDOE-authorized charter schools may contact CharterSchools@schools.nyc.gov. Board of Regents and SUNY authorized charter schools should contact datasupport@nysed.gov.

For general assistance with data reporting, NYC charters schools should contact CharterSchools@schools.nyc.gov.

For support with all Staff, course enrollment, and course outcomes data, NYC charter schools should review the NYC Charter Data website: [nyccharterdatacentral.esboeces.org](http://nyccharterdatacentral.esbooces.org) or contact the NYC Charter Data Help Desk at 631.218.4134.

Data Refreshes and Frequency

In general, SIRS data reports are refreshed weekly at midnight on Fridays. However, districts should work with their RIC or Big 5 data coordinators concerning data loading deadlines.

Certain staff and course data are refreshed in Level 2 of SIRS daily including the following SIRS-317 (Staff Evaluation Rating), SIRS-318 (Staff Assignment), SIRS-320 (Staff Snapshot), and SIRS-322 (Staff Tenure) verification reports.

For additional information, please review the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/>.

If you have questions about data contained in SIRS, contact your Regional Information Center or Big 5 Data Coordinator. If you need further assistance, you may contact the Office of Information and Reporting Services by e-mail at datasupport@nysed.gov.

Thank you for your continued attention and dedication to this important work.

APPENDIX A: REPORTS FOR 2016–17

L2RPTs

Level 2 Reports (L2RPTs) are available primarily to assist with data verification. District and school personnel are required to review and certify the information contained in these reports. Please pay close attention to the counts within the various subgroup populations (e.g., racial/ethnic breakdowns, students with disabilities, English Language Learner, etc.), as these numbers will impact data reporting for these subgroups. Note that changes made to historical data using Level 0 Historical will be displayed within the Level 0 Historical system. These historical changes will be displayed in L2RPT only for current year (2016-17) cohort membership or the cohort's secondary assessment scores. Reporting errors discovered as a result of a review of these reports must be corrected in the local source system and submitted to the SIRS. Guides for understanding these reports are available at <http://www.p12.nysed.gov/irs/level2reports/reportguides.html>.

L2RPT Reports will be developed later in the school year for both Course Instructor Assignment and Student Class Entry Exit.

Verification Reports

- **Accountability Reports (SIRS-101, 102, 103)** allow you to review data used to determine institutional accountability under the Elementary and Secondary Education Act (ESEA) as well as assessment data for ELL students who on April 1 of the reporting year have been attending school in the United States for less than one year.
- **Annual Assessment At-A-Glance Report (SIRS-405)** allows you to check data for significant year-to-year (2015–16 to 2016–17) assessment changes that may indicate a reporting error. Particular attention should be paid to **percentage changes equal to or greater than 10%** and known reporting issues from previous years.
- **Annual Outcomes Reports (SIRS-307, 308, 309, 310)** allow you to review annual dropout, noncompleter, graduate, postgraduate plan, Regents examination, and RCT results. These reports are *not* cohort-based and reflect activity reported by the district/school during the 2016–17 school year.
- **BEDS Reports (SIRS-312, 313, 314, 316, 319, 323, 350)** allow you to review BEDS day (October 5, 2016 for the 2016–17 school year) enrollment and counts of Free and Reduced Price Lunch eligible students as used for various purposes (State Aid, Office of Early Learning), by various groupings (location, district, charter school), and by various snapshot dates. SIRS-350 allows public school districts to select a year and review a month-to-month student enrollment count by school as of the most recent data refresh.
- **Course Reports (SIRS 315, 321)** allows you to review student class grade and teacher-student linkage data. L2RPT reports for the new Course Instructor Assignment and Student Class Entry Exit will be available at a later date.

- **CTE Report (SIRS-306)** allows you to review the CTE and Tech Prep (TPREP) data for Concentrators, Participants, and Enrollees.
- **Reasonableness Report (SIRS-401)** allows you to check data for significant year-to-year (2015-16 to 2016-17) changes that may indicate a reporting error. In particular, please check number of graduates and number of students eligible to take the NYSESLAT in lieu of the NYSTP for accountability purposes (students with a Program Service code of 0242). Particular attention should be paid to **percentage changes equal to or greater than 10%** and known reporting issues from previous years.
- **Staff Reports (SIRS-317, 318, 320, 322, 324)** allow you to review staff assignments and “HEDI” scores and ratings for teachers and principals.
- **Student Attendance/Absence Summary Reports (SIRS-351, 360, 361)** allows public school districts and schools to review a summary of student absences and suspensions.
- **Tested/Not Tested Reports (SIRS-104, 301, 302)** allow you to review counts of students who should have been tested and results for those who were tested on the New York State Identification Test for English Language Learners (NYSITELL), the grades 3-8 English Language Arts (ELA) and mathematics assessments, the grades 4 and 8 science assessments, the New York State English as a Second Language Achievement Test (NYSESLAT), and the New York State Alternate Assessment (NYSAA). Results for grade 8 students taking a Regents science test in lieu of the Grade 8 science test may also be reviewed.
- **Total Cohort Reports (SIRS-201, 202)** allow you to review cohort enrollment counts, credentials reported, and the count and percentage of graduates and dropouts as well as assessment outcomes for 1-, 2-, 3-, 4-, 5-, and 6-year total cohorts.

Informational Reports

- **Postsecondary Reports (SIRS-601, 602, 603, 604)** allow you to view graduate and postsecondary enrollment data for four-year cohorts as are provided to the Department by the National Student Clearinghouse (NSC).

Parent Reports

- **Score Reports (SIRS 501, 502, 503)**, also known as Parent Reports or Individual Student Reports (ISRs), provide detailed assessment performance information for each student tested on the NYSAA, NYSESLAT, and grades 3-8 ELA and mathematics assessments. These reports include information to help a parent/guardian interpret and understand his or her child’s performance on these assessments. Public school districts, charter schools, and nonpublic schools may either print these reports for mailing home to parents or work with their RIC/Level 1 data center for printing services. Reports are available after scores are returned from the testing vendors. School

district, charter school, and nonpublic school administrators will be notified when the reports are available.

Other reports are available via the IRSP. Additional information about these reports is available at <http://www.p12.nysed.gov/irs/irs-portal/>.

For information concerning due dates, data extracts see <http://www.p12.nysed.gov/irs/>.