




ASSISTANT COMMISSIONER  
Policy and Strategic Planning, P-12

**To:** BOCES District Superintendents  
School District Superintendents  
Charter and Other Public School Principals

**From:** Alan Ray 

**Date:** June 1, 2010

**Subject:** Guidance on the Collection and Reporting of Additional Data in the Student Information Repository System (SIRS) for Teachers and Courses

As you know, we are making every effort to improve and increase the collection and reporting of data that districts can use to improve student achievement. Once again, we need to ask for your help in this work.

This memorandum provides important information on changes in federal and State requirements for reporting professional staff and course data for students. This guidance directly addresses four issues:

- (1) Federal and State requirements for schools and districts to report additional student data, including course enrollment, final course grades, and the teachers/principals responsible for a student's instruction;
- (2) Specific data to be reported;
- (3) Timeline for reporting these data (optional versus required);
- (4) Methods for collecting and reporting these data.

Please share this memorandum with other staff in your school or district and keep it for future reference.

## **Background**

Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) requires that the New York State Education Department (NYSED) establish a longitudinal data system (LDS) that includes:

- (1) A teacher identifier system with the ability to match teachers to students; and
- (2) Student-level transcript information, including information on courses completed and grades earned.

In addition, the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State that receives State Fiscal Stabilization Fund (SFSF) funds (which includes, but is not limited to, the competitive “Race to the Top” program) to provide assurances using the following indicators and descriptors for Education Reform Area (A) – Achieving Equity in Teacher Distribution:

- **Indicator (a)(3)** – New York must indicate that the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion; and
- **Indicator (a)(6)** – New York must indicate that the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Finally, these additional student data elements are necessary for NYSED to provide the foundation for the comprehensive instructional reporting system and professional development network that is proposed in the State’s Race to the Top application, as well as to inform policy decisions of the Board of Regents.

### **New Data Elements To Be Reported**

- 1) Unique statewide identifier for all teachers;
- 2) Student enrollment in all elementary/middle-level courses linked to a State assessment (e.g., Grades 3-8 English language arts and mathematics), using the statewide standardized course codes contained in Appendix A;
- 3) Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course (e.g., Integrated Algebra) using statewide standardized course codes contained in Appendix A;
- 4) Numeric final course grades for secondary-level courses described in (3) above;
- 5) Whether the Regents examination score was averaged in as a component of the final course grades described in (4) above.

### **Timeline**

Although there are additional policies that need to be reviewed and adopted before New York can fully comply with these federal requirements, the following timeline has been established for reporting these data to the Student Information Repository System (SIRS).

#### **2009–10 School Year**

Data elements (1) through (5) are optional for 2009-10. However, schools and districts are encouraged to participate in this initiative for the 2009-10 school year, as doing so will help you develop effective and efficient collection, reporting, and verification procedures before data are required in 2010-11.

### **2010–11 School Year**

Data elements (1) through (5) are required for all public schools, with the exception that elementary schools with traditional common-branch classes and/or whose student management systems currently do not assign students to teachers on a subject-by-subject basis are not required to report data element (2).

### **2011–12 School Year**

Data elements (1) through (5) are required for all public schools. Elementary school students will need to be assigned to teachers on a subject-by-subject basis.

Additional statewide standardized course codes will be developed to collect student enrollments in all elementary-, middle-, and secondary-level courses. Final course grades will be reported for all middle- and secondary-level courses. Students will be associated with their building principal in the SIRS.

### **Implementation: What Your School District or Charter School Needs to Do**

Reporting these data in 2009–10 will involve manual processes that will be automated beginning with the 2010–11 school year. If your school or district elects to participate in 2009–10, your regional data center is prepared to assist you through every step of the process. Contact information for your regional data center can be found at <http://www.emsc.nysed.gov/irts/nystart/tips.html#contax>.

Beginning in the 2010–11 school year, the procedures for reporting these data will be similar to those already in place for reporting student demographic, enrollment, program service, assessment, and special education data to the SIRS.

#### *Local Data Systems*

The key to successful participation in the statewide data system is a district student management system that contains accurate and complete data for State reporting and subscribes to the appropriate standards for format and content. Districts that accomplish this goal will find that transferring data to the SIRS is an efficient process. Districts are strongly advised to empower a district data coordinator to provide leadership on the collection of data, oversee changes in and maintenance of the local data management system, and chair a committee of district staff charged with ensuring the accuracy of data. This individual should have the authority to assign tasks and deadlines, as required.

An overview of the processes for reporting professional staff and student course data is as follows:

1. NYSED will provide a statewide unique identifier for every certified professional who was reported as employed by a school district or charter school as of October 7, 2009 (“BEDS Day”). These identifiers will be extracted from the TEACH Online Services system (see below) and will be available through the Information and

Reporting Services (IRS) Portal application on the NYSED Business Portal at <http://portal.nysed.gov>. Information on how to access this application can be found at <http://www.emsc.nysed.gov/irts/irs-portal>. Information on how superintendents can provision accounts for authorized users can be found at <http://www.emsc.nysed.gov/seddas/seddashome.html>.

2. Statewide unique identifiers not contained in the file provided by NYSED (e.g., a new staff member not employed by the school or district on BEDS Day) will soon be available in the TEACH Online Services system, also found on the NYSED Business Portal at <http://portal.nysed.gov>. Once these identifiers are available through the TEACH system, authorized school district personnel may retrieve them on an as-needed basis. Additional information on the TEACH Online Services system can be found at <http://www.highered.nysed.gov/tcert/teach/home.html>.
3. Once retrieved, school districts and charter schools must maintain this statewide professional identifier in the district/school human resource and student management systems.
4. Local course codes will need to be matched to the statewide standardized course codes in Appendix A. In addition, course terms (e.g., full year, semester, etc.) will need to be identified, and, if necessary, final course grades for secondary-level courses in Appendix A will need to be converted to a numeric scale. Finally, secondary-level course information must indicate whether or not the Regents examination score was a factor in the final course grade. This indicator is necessary for validity studies that determine the statistical relationship between Regents examination scores and final course grades.
5. The data outlined above will need to be extracted from your school's student management system and reported to the SIRS. In 2009–10, this will be a manual process that will be coordinated by your regional data center. Beginning in 2010–11, this process will be accomplished in a manner identical to that used when using current SIRS data reporting extracts.
6. Once the necessary policies have been adopted, NYSED will develop and distribute preview reports so that schools can verify that the data contained in the SIRS are complete and accurate.

To ensure that this process is as seamless as possible, please consider the additional recommended steps below:

1. Verify that your human resource and student management system will be capable of storing these new data elements by the 2010–11 school year.
2. If necessary, plan to report subject-level course enrollment for elementary school students no later than the 2011–12 school year.

3. Develop the necessary procedures and train staff to implement the collection and reporting steps outlined above.

As it becomes available, additional technical information will be posted at <http://www.emsc.nysed.gov/irts/vendors/techInfo.html>. This link currently includes a list of statewide standardized course codes (also in Appendix A of this memorandum), as well as the Student Grades, Course, Marking Period, and Staff data extract templates.

Thank you for your continued support as we implement these changes to our data collection and reporting system. If you have any questions, please contact the office of Information and Reporting Services at (518) 474-7965 or via email at [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov).

Attachment

C:     Regional Information Center (RIC) Directors  
       Big 5 Data Coordinators  
       Regional SIRS Project Managers

**Appendix A:**  
**State Course Codes for 2009–10 and 2010–11**

<b>(State) Course Code</b>	<b>Course Name</b>
01300	Grade 3 English Language Arts
02300	Grade 3 Mathematics
01400	Grade 4 English Language Arts
02400	Grade 4 Mathematics
01500	Grade 5 English Language Arts
02500	Grade 5 Mathematics
01600	Grade 6 English Language Arts
02600	Grade 6 Mathematics
01700	Grade 7 English Language Arts
02700	Grade 7 Mathematics
01800	Grade 8 English Language Arts
02800	Grade 8 Mathematics
03400	Grade 4 Science
04500	Grade 5 Social Studies
03800	Grade 8 Science
04800	Grade 8 Social Studies
01003	English/Language Arts III
02052	Algebra I
02072	Geometry
02106	Trigonometry/Algebra
03051	Biology
03101	Chemistry
03001	Earth Science
03151	Physics
06123	French III
06203	German III
06703	Hebrew III
06143	Italian III
06303	Latin III
06103	Spanish III
04101	U.S. History—Comprehensive
04052	World History and Geography