Reporting Staff Data to the New York State Education Department (NYSED) Using the Student Information Repository System (SIRS)

Reporting Data for the
2015-16 School Year

The University of the State of New York
The State Education Department
Office of Information and Reporting Services
Albany, NY 12234

June 2016

The New York State Education Department's Office of Information and Reporting Services (IRS) collects staff data for approximately 200,000 teachers and 30,000 non-teaching professionals.

Staff data are necessary to meet State and federal reporting requirements as well as to support the policy development and reform agenda of the Board of Regents and lawmakers. In addition, these data allow teachers and principals to review and verify teacher/student linkage data for evaluation purposes.

Data on teachers and principals of public schools and BOCES, and teachers and leaders of charter schools, including all courses taught by teachers and the students enrolled in these courses, must be reported in the Student Information Repository System (SIRS). In accordance with teacher/leader evaluation requirements outlined in Education Law §3012-c, d these data will be used for Annual Professional Performance Review (APPR), Teacher-Leader Effectiveness (TLE), and Personnel Master File (PMF) purposes.

This document serves as a resource guide for the reporting of staff data to the New York State Education Department (NYSED) by way of the SIRS utilizing the required fields in the eScholar templates for New York State.

Contents	Page
Staff Snapshot	4
Staff Assignment	13
Staff Tenure	16
Staff Attendance	20
Staff Student Course (SSC) or Teacher Student Data Linkage (TSDL)	22
Staff Evaluation Rating	24
Additional Sources of Information Concerning the Collection and Reporting of Staff Data	31

Staff Snapshot Template Data (SIRS 320)

Staff Snapshot Template: A Staff Snapshot record must be reported to the State Data Warehouse (Level 2) before any other staff record type for that person can be reported (i.e., Staff Assignment, Staff Evaluation Rating, Staff Tenure, and Staff Student Course). This template collects data for teachers and non-teaching professionals. School districts, charter schools and, BOCES need to report staff in this template. In cases where an employee is on leave or suspended, but still employed, an active Staff Snapshot record would be appropriate. If s/he is not providing instruction, there would not need to be a BEDS (ePMF) form or a Staff Student Course (SSC) record.

For the 2015-16 electronic Personnel Master File (ePMF) collection, data must be submitted through the Staff Snapshot template to Level 2 in order to appropriately link staff to their district and school location. Staff Snapshot records active during the current school with field 8 populated with "TEACHER," will generate Personally Identifiable Numbers (PINs) for teachers who previously had not been provided a PIN for TAA account creation and access to the ePMF or Teacher Student Roster Verification (TSRV) data accessed through the Teacher Access and Authorization (TAA) system at: https://eservices.nysed.gov/taa/. Teachers with active TAA accounts do not need another PIN. **Additionally, PINs do not expire.** They would log in using their username (usually their LEA email) and their password. There is one TAA account for each teacher, though those teaching in more than one LEA will have an ePMF form for each LEA that loaded that teacher's TEACH ID into Staff Snapshot.

Non-teachers will not be completing ePMF forms and do not need TAA accounts. Administrators with entitlements to TAA can review teacher submitted data via the TAA application using their SEDDAS credentials. The school district, charter, or BOCES CEO (as listed in the NY SEDREF database) is able to entitle users to TAA/TSRV/PMF through the NYSED Business Portal using the SED Delegated System (SEDDAS).

For additional information concerning the ePMF and new staff data requirements, see: http://www.p12.nysed.gov/irs/beds/PMF/home.html.

Any staff (including substitutes and non-teaching professionals) reported to the SIRS will need to have TEACH IDs. Information about TEACH accounts and TEACH IDs can be found at the following location: http://www.highered.nysed.gov/tcert/.

"All staff" in the Staff Snapshot template includes any staff person who must be reported to meet any reporting requirements. All teaching staff, including substitute teachers serving as the teacher of record for evaluation purposes should be included in this template. In addition, all non-teaching, professional staff as defined by the PMF non-teaching assignment codes and descriptions should be included in Staff Snapshot. A local educational agency (district, BOCES, or charter school) can report only one (1) Staff Snapshot record per staff member per year. A

staff member should be reported with the district code for a location code if the staff member is associated with more than one building in the LEA.

Teaching Staff: Include all teaching staff that should be reported for APPR and PMF purposes. For additional guidance concerning the reporting of teaching staff, refer to the *GUIDANCE ON NEW YORK STATE'S ANNUAL PERFORMANCE REVIEW FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-C AND THE COMMISSIONER'S REGULATIONS:* https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.
Do not include individuals not employed on a regular basis; teachers working exclusively with non-public school students; teacher aides or assistants; or ROTC teachers.

Substitute or interim staff, long-term or otherwise, are not covered by §3012-c, d for evaluation purposes <u>unless</u> they are serving as the teacher of record. Districts/BOCES will need to collect data elements to support teacher of record determinations (Please see Sections B2, B3, D1, and M2 of the APPR Guidance document posted on EngageNY at: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.). If these staff are to be included in other staff templates (e.g. Staff Student Course, Staff Evaluation) they must be included in Staff Snapshot. Interim building principals subject to evaluation purposes must be reported in Staff Snapshot and Staff Assignment.

Non-Teaching Professional Staff: To determine which staff are considered "non-teaching professionals," refer to the non-teaching assignment codes found in the SIRS manual and the file posted at: http://www.p12.nysed.gov/irs/beds/PMF/home.html (staff that completed pink or blue BEDS forms in 2014-15). Leave Teacher Title and Principal Title blank (fields 8, 105) if they do not apply. Do not include clerical staff, bus drivers, maintenance, or food service workers. All non-teaching professional staff must be included in the Staff Assignment template.

<u>GUIDANCE REGARDING SPECIFIC STAFF SNAPSHOT DATA ELEMENTS</u>

<u>STAFF ID, Field 2 (Teaching and Non-teaching professionals)</u> - Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

<u>POSITION TITLE (TEACHER TITLE), Field 8 (Teachers only)</u> - Populate Teacher Title with "TEACHER" if the staff member is currently appointed by the school board or hired in another official capacity as a teacher, otherwise leave blank. In order to have ePMF forms visible in TAA, field 8 on the Staff Snapshot template must be populated with "TEACHER." Teachers will have to select the building location through the ePMF system when they complete their ePMF forms. For additional information concerning the ePMF and new staff data requirements, see: http://www.p12.nysed.gov/irs/beds/PMF/home.html . For staff in the current school year

employed as both teachers and principals, also report "PRINCIPAL" in field 105 and report the appropriate hire dates for these positions. For staff in the current school year, employed as both teachers and non-teaching professionals, populate this field with "TEACHER" and report the appropriate non-teaching assignment codes in the Staff Assignment template.

PRIMARY LOCATION CODE (LOCATION CODE), Field 14 (Teaching and Non-teaching professionals) – The building code or district code may be used. If a local building code is used, it must map to a valid State building code (SED BEDSCODE).

GENDER CODE, Field 20 (Teaching and Non-teaching professionals) – Report the gender of the staff member. Populate with codes, M or F.

RACE OR ETHNICITY CODE (RACE 1 CODE), Field 21 (Teaching and Non-teaching professionals)- This field is OPTIONAL for LEAs to provide. Report the race of the staff member. Populate with codes from the SIRS Manual at: http://www.p12.nysed.gov/irs/sirs/. If the staff member is identified as being a member of more than one race, populate field 21 with the first race code and populate fields 78 through 81 with remaining race codes. If a record is provided, the staff member must have at least one race code. If field 21 is provided, also provide field 69.

ORIGINAL HIRE DATA, Field 33 (Teachers only) - If field 8 is populated with "TEACHER," populate with the effective date of the first board appointment (or other official hire date if not currently board appointed) of the teacher. If a teacher left the district and was rehired within the school year, the district may use the earlier hire date. If a teacher left service for more than a year and was rehired in a subsequent school year, the LEA should use the later hire date.

EXIT DATE, Field 36 (Teaching and Non-teaching professionals) - Populate when a staff member is no longer employed by the LEA. Use the date the staff member ceased being employed by the reporting entity. If the staff member returns to the LEA during the school year, remove the exit date. Report the Employment Separation Reason Code (field 54) in conjunction with the Exit Date.

BIRTH DATE, Field 40 (Teaching and Non-teaching professionals) – Report the date of birth on the staff member's birth certificate or, if a certificate does not exist, an official source as directed by district policy. The birth date cannot be greater than the current date.

ACTIVE/INACTIVE INDICATOR, Field 41 (Teaching and Non-teaching professionals) - A = Active; I = Inactive; D = Delete
A staff member is either active or inactive. If a staff member is erroneously reported to L2, a delete can be done by sending a "D" for this field. EPMF forms for teaching staff with a "D" in this field will not be visible. A delete should be sent for staff that should never have been reported during the current school year. This is a "soft" delete therefore records flagged for deletion will remain in the table but not be used for reporting purposes.

YEARS EXPERIENCE IN DISTRICT (YEARS PROFESSIONAL EDUCATIONAL EXPERIENCE IN DISTRICT), field 43 (Teaching and Non-teaching professionals) – This is the number of years of professional educational experience in this district. In addition to teaching, experience in a non-teaching, professional PMF assignment as reported in Staff Assignment would be included. This year (current year) counts as one (1) full year of experience in this district. If calculating this field based on the hiring date for a new staff person, use the Hire Date as year 1 in that reporting year and round up to a whole number. If a staff is on leave for part of the school year that year may still be included. Additionally, if an employee spent some time on leave in the past, a district may determine as to whether or not the employee should include the year(s) as experience in the district. Paid leave may be included. Long-term substitute experience may be included (90 days in a district within a school year). Experience as a teacher aide or assistant would not be included. Total years professional educational experience in this district must be less than or equal to the total years of educational experience (field 102).

SNAPSHOT DATE, Field 50 (Teaching and Non-teaching professionals) – Use June 30 of the current school year.

ANNUAL SALARY, Field 52 (Teaching and Non-teaching professionals) – A salary needs to be reported for each staff member. Report the total amount paid for the staff member's primary assignment(s). If the staff member has more than one primary assignment (e.g. teacher and Director of Curriculum), report the combined salary for all primary assignments. Do not include any extra pay received for extra services outside the professional and instructional responsibilities. For example, do not include additional pay received for supervising extra-curricular activities beyond the normal assignments, such as for coaching or for supervising clubs. Instructional and professional stipends related to the staff person's primary assignments should be included such as those for chairing a department or serving as both a teacher and administrator. Staff members should also include stipends for college credits, in-services, mentoring, longevity/steps, and compensation activities that pertain to their pedagogical duties as long as it is part of the contracted annual salary. Do not include summer school pay or overtime pay. Round the annual salary amount to the nearest whole dollar. For teachers working in multiple LEAs, each LEA that plans to load that staff record into Staff snapshot would report the amount paid to the teacher. If an LEA is unable to provide an annual salary for staff they need to report (e.g. hourly, per diem substitutes) a day rate may be substituted for the annual salary. LEAs should make an effort to report hourly employees with the amount expected to be paid for the year (annualize the hourly salary if possible). Do not include salaries paid for private school work.

Salary Scenarios:					
Scenario	**What to Report**	**Annual Salary (field 52)**	**Employment (FTE) (field 60)**	**Contract Work Days (field 53)**	**Annual Contract Months (field 110)**
1) An employee has an annual contract salary of $100,000, is a 100% FTE, and works for the entire school year.	Report the annual contract salary amount.	$100,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.
2) An employee that is 50% FTE, has an annual contract salary of $50,000, and works for the entire school year.	The FTE annual contract salary amount should be $50,000. Report this amount and complete the Employment basis in Staff Snapshot (field 60) as .5.	$50,000	0.5	# of days stated in the staff member's contract.	# of months staff member is expected to work.
3) An employee's annual contract salary amount was $40,000, but the person left the district before the end of the year (e.g. left on leave, resigned), and was actually only paid $20,000, should we only report what the district ended up paying or the contract amount at the beginning of the school year?	Pay the annual contract salary amount for the staff person, do not reduce the amount based on actual expenditures because the person departed early.	$40,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.

4) An employee entered the district in December with an annual contract salary of $80,000, but will only be paid $50,000 by the end of the school year because the person started the position late in the school year. What should we report?	Report the $80,000 annual contract salary amount for the staff person, regardless of actual expenditure.	$80,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.
Hourly/ Per Diem Scenarios					
1) An employee is an annualized hourly employee with an FTE of 100%, work days of 200, actual hours per day of 6.5, and an hourly rate of $15.00 (e.g. nurses, substitutes).	For hourly employees, use the actual number of hours worked (expected to work) as the multiplier. Work Days × Hours Per Day × Hourly Rate.	$19,500	1.0	200	10
2) An employee is an annualized hourly employee with an FTE of 50%, work days of 200, actual hours per day of 6.5 and an hourly rate of $15.00.	Same as above.	$9,750	0.5	200	10
3) An employee is an annualized daily employee with an FTE of 100%, actual work days of 200, and a daily rate of $100.00 (e.g., interim administrators)	For per diem employees, Work Days × Daily Rate x FTE.	$20,000	1.0	200	10
4) An employee is an annualized daily employee with an FTE of 50%, actual work	Same as above.	$10,000	0.5	200	10

days of 200, and a daily rate of $100.00.					
5) An employee works on a day-to-day basis (e.g. substitute teacher), has an hourly rate of $20.00, standard hours per day of 7 and actual hours per day of 7.	Equate to a daily rate using the actual number of hours worked (expected to work) as the multiplier. Hours Per Day × Hourly Rate.	$140	1.0	1	1

Terminology:
Annual contract salary- Provide the total amount of compensation provided to the staff for services to the district for teaching and non-teaching professional responsibilities. This amount should be based on the person's expected annual contract or agreement for the year. Instructional and professional stipends related to the staff person's primary assignments should be included such as those for chairing a department, serving as both a teacher and administrator, or teaching an extra class(es). Stipends related to extracurricular activities such as coaching and after school clubs should be excluded. Do not include summer school pay or overtime pay.
Hourly employee- A staff person paid an hourly wage for their services.
Daily employee- A staff person paid a daily wage for their services.
Day-to-day employee- A staff person that may not have a regular contract and works in the district as needed. (e.g. substitute teachers)

CONTRACT WORK DAYS, Field 53 (Teachers only) (New for 2015-16) - Report the number of work days the staff person is expected to work in the LEA based on the staff contract or appointment. Districts should interpret their contractual obligations. For example, a permanent instructional staff person might be expected to work 180 days. This should be reported as a whole number only. A long-term substitute might be hired for 90 days. This should only be reported if the staff person is identified in field 8 as "TEACHER." If an LEA is unable to provide contract work days for staff they need to report (e.g. substitutes, staff without a contract) a value must still be provided. For example, if the staff person is only working on a day-to-day basis, a value of 1 may be provided.

EMPLOYMENT SEPARATION REASON CODE, Field 54 (Teachers and principals only) - Populate when a staff member (Teacher or Principal) is no longer employed by the LEA. If the staff member returns to the LEA during the school year, remove the reason for exit. RES=Resignation, RET=Retirement, PRT=Performance-related termination, or OTH=Other. Include reasons and dates that occur anytime during the year.

ALTERNATE STAFF ID, Field 57 (Teaching and Non-teaching professionals) - Provide a valid TEACH ID from the NYSED TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567.

EMPLOYMENT BASIS, Field 60 (Teaching and Non-teaching professionals) - For most staff, the entry will be 100 percent. However, some staff members have their services shared by more than one LEA or are working only part-time. Estimate the percent of the school year the staff member will actually work for this LEA. Do not report more than 100 percent. Report as a percentage (e.g. 100 percent should be reported as 1.000, 75 percent should be reported 0.750).

HISPANIC ETHNICITY INDICATOR, Field 69 (Teaching and Non-teaching professionals) – This is an OPTIONAL field. Indicate whether the staff member is Hispanic/Latino. Populate with Y or N code. If provided, also provide field 21 (and fields 78-81, if applicable).

YEARS OF TEACHING EXPERIENCE (TOTAL YEARS OF PROFESSIONAL EDUCATIONAL EXPERIENCE), Field 102 (Teaching and Non-teaching professionals) - Combine all years of professional educational experience, including other public school districts, nonpublic schools, BOCES, and college or university experience within NYS. Experience in non-teaching, professional PMF assignments as reported in Staff Assignment should be included. Long-term substitute experience should be reported, this has generally been considered at least three (3) months or more in a school year. Experience as a teacher aide or assistant would not be included. Experience as an administrative intern, paid or unpaid would not be included. This year counts as one full year of experience. The Total Years Educational Experience (field 43) must be greater than or equal to the total years of educational experience in this district Report as a whole number.

SECOND POSITION TITLE (PRINCIPAL TITLE), Field 105 (Principals only) - Populate with "PRINCIPAL" if the staff member is currently appointed by the school board or hired in another official capacity, if not currently board appointed as a principal in this LEA, otherwise leave blank. For staff in the current school year employed as both teachers and principals, also report "TEACHER" in field 8 and report the corresponding hire and exit dates. Co-principals may be reported here. Do not report assistant principals in this field.

SECOND POSITION HIRE DATE (PRINCIPAL HIRE DATE), Field 106 (Principals only) - If field 105 = "PRINCIPAL," populate with the effective date of first board appointment or other official hire date if not currently board appointed as the principal. If a principal left the district and was rehired within the school year, the district may use the earlier hire date. If a principal left service for more than a year and was rehired in a subsequent school year, the LEA should use the later hire date.

STAFF EDUCATION LEVEL CODE, Field 108 (Teaching and Non-teaching professionals) - Report the highest degree currently held by the staff member. Use the numeric code from following list:
0=No higher education; 1=Freshman year completed; 2=Sophomore year completed; 3=Associate degree ; 4=Junior year completed ; 5=Bachelors degree; 6= Bachelors+30 or more hours; 7=Masters degree; 8=Masters+30 or more hours; 9=Doctorate. When reporting "The Bachelors +30," the 30 hours or more in the Bachelors degree may be beyond undergraduate coursework. When reporting "The Masters +30," the 30 or more beyond the Masters degree must be graduate level coursework.

ANNUAL CONTRACT WORK MONTHS, Field 110 (Teaching and Non-teaching professionals) - Number of months per year the staff member is currently employed by this LEA. Even if the staff member receives salary over a 12-month period, report the number of months the staff member is expected to be on the job for the current school year. Starting in 2015-16, LEAs should be able to provide a value from 1 – 12 allowing for the reporting of substitutes they deem to be the teacher of record.

PROFESSIONAL DEVELOPMENT INDICATOR, Field 111 (Teachers only) - Populate only for teaching staff. Did the teacher receive "high quality professional development" during school year? For each teacher, populate with "Y", "N", or "NA". "NA" pertains to first-year teachers, teachers on leave, and teachers who had only non-teaching assignments. The school year begins on July 1 and ends on June 30. For additional information concerning "high quality professional development" refer to federal law TITLE IX at:
http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html.

CERTIFICATION EXEMPTION CODE, Field 112 (Charter school teachers only) - Populate with "Y" for a teacher who is exempt or "N" for a teacher who is not exempt based on the Certification law. Section 2854(3)(a-1) of New York State Education Law allows charter schools an exemption from certification requirements, provided that such teachers shall not comprise more than the sum of 30 percent of the teaching staff, or five teachers, whichever is less, plus five teachers of mathematics, science, computer science, technology, or career and technical education plus five additional teachers. These teachers must meet all other requirements to be considered Highly Qualified as specified under federal No Child Left Behind (NCLB) legislation. For 2015-2016 and 2016- 2017, the Charter Exemption Code submitted on teacher ePMF forms will serve as the official source for reporting.

Staff Assignment Template Data (SIRS 318)

This template collects data for Personnel Master File (PMF) purposes, and Annual Professional Performance Review (APPR) purposes. This template also includes information to link principals to students enrolled in programs they supervise, including assignment start and end dates. Report one (1) record for each location, assignment, and grade-level combination related to the staff person. If a staff member is responsible for assignments within some buildings in the LEA, they should report each of those specific buildings. If they have district-wide responsibility, they may report the district code so that only one row would be reported.

A Staff Snapshot record must be loaded to SIRS (Level 2) prior to reporting any Staff Assignment records for staff members. Staff Assignment is a delete and replace or purge and reload template.

Which Staff Should be Reported?

In the 2015-16 School Year, all non-teaching professional staff, including building principals, must be reported. To determine which staff are considered "non-teaching professionals," refer to the non-teaching assignment codes found in the SIRS Manual at: http://www.p12.nysed.gov/irs/sirs/. If you do not see an exact assignment description (i.e. title) for a staff person, choose the course from the PMF non-teaching codes that most closely matches the staff person's current assignment (e.g. Assistant Coordinator of Staff Development, there are codes in the "Other General Staff" or in the specific content subject areas). All categories also include an "Other" code.

Do not report clerical staff, bus drivers, maintenance, or food service workers.
Principal PMF assignment codes (1102 – 1110) will be used to link the principal to the students enrolled in the program/location that they supervise for APPR purposes. Principals that are responsible for all grade levels within a location should be reported with a grade level of "ALL." If a principal is not responsible for all grade levels within a location, report multiple Staff Assignment records for the principal, one for each grade level the principal is responsible for.

PRINCIPAL ASSIGNMENT CODES USED FOR PMF AND APPR	
1102	PRINCIPAL ELEMENTARY SCHOOL
1104	PRINCIPAL MIDDLE SCHOOL
1106	PRINCIPAL JUNIOR HIGH SCHOOL
1107	PRINCIPAL K - 12 SCHOOL
1108	PRINCIPAL SENIOR HIGH SCHOOL
1109	PRINCIPAL JUNIOR/SENIOR H S
1110	PRINCIPAL SPECIAL SCHOOL

LEAs should make use of the Assignment Date and Completion Date fields (fields 6, 7) when reporting staff that took over an assignment after the school year started.

STAFF ID, Field 2 - Provide TEACH ID from the TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

ASSIGNMENT CODE, Field 3 - Send one record for each assignment code/location code/grade level combination. See *Assignment Codes and Descriptions* in the SIRS Manual at: http://www.p12.nysed.gov/irs/sirs/ .

ASSIGNMENT LOCATION CODE, Field 4 - Report one record for each assignment, building and grade-level combination. This is the local building code uniquely identifying the location for which the staff person is responsible, typically assigned by the local student management system. For school districts and charter schools, use the building code that uniquely identifies the building to which the staff person is assigned. For BOCES, use a virtual location code assigned to the staff person responsible for the assignment. It is important that each principal be assigned to a building (or multiple buildings if applicable) for state provided growth purposes.

SCHOOL YEAR DATE, Field 5 - Use June 30 of the reporting school year (yyyy-mm-dd).

ASSIGNMENT DATE, Field 6 – This is the first day of the school year, or first date of the school year that the staff member was assigned to this "location" in this assignment, whichever comes last. This cannot be a future date.

COMPLETION DATE, Field 7 – Report the last date in this assignment or building or grade level, whichever comes first. Do not report unless the staff person's assignment has ended. This cannot be a future date. For returning staff (e.g. staff out on leave for a portion of the year but still deemed to be serving as the employee responsible for the position/assignment and returning) a completion date is not required during the absence. In situations where the staff person returned after a completion date was entered, that date may be removed upon return to the assignment. If the LEA determines that a new staff person will serve as a replacement for the

position/assignments (as opposed to temporarily covering the work), they may report that person in Staff Assignment with the appropriate start date. Generally this would be a long-term or permanent replacement.

ASSIGNMENT GRADE LEVEL, Field 20 - If the assignment is for all grades served in the entire building, use "ALL"; otherwise, send one (1) record for each grade level. If the staff person works with or is responsible for only some grade levels within the building, report one (1) record for each grade level.

Staff Tenure Template Data (SIRS 322)

Education Law §3012-c(10)(a) requires information on tenure granting and denial based on the final quality rating categories to be included in the public reporting of staff evaluation data. In addition, tenure data is used to inform Department policy decision making in a number of areas related to educator quality and professional development.

This template includes each staff member's current tenure status as teacher and/or principal, effective date of the tenure status, and when their probation ends. Although teachers can be certified in multiple areas, teacher tenure is only granted once by an employer (although there may be some exceptions for teachers who leave an employer for a significant length of time and return).   This template is not year-based and therefore staff present in the L2RPT report is based on that person having a valid Staff Snapshot record for the current School Year. All codes will be carried over from year-to-year. If the codes are correct and current for the staff person, a reload will be necessary for new staff only.

Who Should be Reported?
Records should be reported by all LEAs with approved Annual Professional Performance Review (APPR) plans. Staff subject to APPR evaluations should be reported in this template (i.e. building principals/administrators and teachers). These staff should be reported as "TEACHER" or "PRINCIPAL" in Staff Snapshot fields 8 or 105.

STAFF ID, Field 2 - Populate either STAFF ID or ALT STAFF ID (field #3). Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

ALTERNATE STAFF ID, Field 3 - Populate either ALTERNATE STAFF ID or STAFF ID (field #2). Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

TENURE AREA CODE, Field 4 - Area in which the staff member has tenure or is pursuing tenure. All tenure areas pertaining to a staff member and reported in the Staff Tenure template should be visible. All codes that apply should have been reported for each staff member.

In 2014-15, the only valid codes were TCH (Teacher) and ADT for principals/building administrators.

In 2015-16, an expanded list of tenure area codes as contained in the Commissioner's Regulations were made available. LEAs should determine which tenure area the teacher was awarded or is pursuing. Prior year tenure records for existing staff will continue to be present in the reports as the collection is not strictly school-year based. For example, a staff person

reported in 2014-15 with the Tenure Area Code of TCH and then reported in 2015-16 with the Tenure Area Code of SEG (Special education-general) will have two records (see below).

Tenure Area Code	Tenure Status Code	Tenure Status Effective Date
SEG	TENGRANT	30-Aug-07
TCH	TENGRANT	30-Aug-07

Tenure Area Codes and Descriptions

Code	Description
ADT	Administrative
ETA	Elementary tenure area
MGT	Middle grades tenure area (seventh and/or eighth grades)
SET	Secondary English
SSS	Secondary social studies
SMT	Secondary mathematics
SST	Secondary science
SFL	Secondary foreign languages
ATA	Art
GBE	General business education
DET	Driver education
SEB	Special education-blind
SED	Special education-deaf
SHE	Special education-speech and hearing
SEG	Special education-general
HTA	Health
HEG	Home economics-general/Family and consumer science
IAG	Industrial arts-general (technology education)
MTA	Music
PET	Physical education
RRT	Remedial reading
STA	Speech
SMS	School media specialist (including library or educational communications)
ESL	English as a second language
AGT	Agriculture
HOT	Health occupations
HEO	Home economics-occupational
OBE	Occupational business education and distributive occupation subjects
TST	Technical/Trade subjects

SCHOOL YEAR DATE, Field 5 - June 30 of the reporting school year. Use current school year. Used to validate the tenure area code was valid for the reporting year.

TENURE STATUS CODE, Field 6 - Code that indicates the status for the Tenure Area Code reported in field 4 of the Staff Tenure Template. For staff being reported with a Tenure Status code of NOTTENELIG and not on a tenure track (e.g. a long-term substitute serving as the teacher of record and submitted in other staff data templates), the LEA should have chosen a Tenure Area Code aligned with the staff person's position. In most cases, staff reported as NOTTENELIG will have a Tenure Status Effective Date equal to their hire date in Staff Snapshot.

If an LEA is missing historical information for a new staff member (e.g. probationary dates prior to tenure), the date they were granted tenure can be reported for fields 7, 8, and 9 and an N in field 10. For example, if they know tenure was granted on July 1st 2010, but they do not know what the probationary dates were and/or if there was an extension, then they would just report 2010-07-01 for fields 7, 8, & 9 and default to N on the extend indicator.

If a staff person left the district before being granted or denied tenure, leave the last tenure code in place (e.g. probationary or probation extended).

Tenure Status Codes and Descriptions	
Code	**Description**
NOTTENELIG	Not tenure eligible
PROBATION	Probationary
PROBEXT	Probation extended
TENGRANT	Tenure granted
TENDEN	Tenure denied
D	Delete

TENURE STATUS EFFECTIVE DATE, Field 7 – This is the first date of the tenure status as officially approved by the LEA. This date should coincide with the Tenure Status Code reported in field 6 of the Staff Tenure Template. This date is updated whenever the tenure status changes. If the staff earned tenure, this is the date that would be reported. If the staff member's status is probationary, report the date probation began.

If an LEA is missing historical information for a new staff member (e.g. probationary dates prior to tenure), the date they were granted tenure can be reported for fields 7, 8, and 9 and an N in field 10. For example, if they know tenure was granted on July 1st 2010, but they do not know what the probationary dates were and/or if there was not an extension, then they would report 2010-07-01 for fields 7, 8, & 9 and default to N on the extend indicator.

If a staff person left the district before being granted or denied tenure, leave the last tenure code in place (e.g. probationary or probation extended).

ORIGINAL PROBATIONARY PERIOD END DATE, Field 8 – Report the date probation in the tenure area is scheduled to end. If a staff member has finished his/her probationary period before the decision has been made to grant or deny tenure, leave the current code until the status has officially changed. If an LEA did not track this date, the same date as "TENGRANT" can be used.

PROBATIONARY PERIOD END DATE (ACTUAL), Field 9 - Date probation in the tenure area ends. If probation was extended, this date will be later than the date in field 8. If probation was not extended, this date will equal the date in field 8. If a staff member had his/her probationary period ended early, this date would be earlier than the date provided in field 8 and the Probationary Period Extended Indicator would be N.

PROBATIONARY PERIOD EXTENDED INDICATOR, Field 10 - Indicate whether probation was continued beyond the original end date. Can either be a Yes or No (Y/N).

Examples of two staff tenure record dates:

ORIG_PROBATION PERIOD END DT	PROBATION PERIOD END DATE ACTUAL	TENURE STATUS CD	TENURE STATUS EFFECTIVE DT
6/30/2005	6/30/2005	TENGRANT	7/1/2005
9/1/2016*	9/1/2016*	PROBATION	9/1/2013

*If Probation Period End Date (Actual) has not yet occurred, Original and Actual Dates will be the same.

Staff Attendance Template Data (New for 2015-16)

In June of 2015, the New York State Board of Regents approved the collection and reporting of individual teacher attendance data by school districts, Boards of Cooperative Educational Services (BOCES), and charter schools in order to better assist Local Education Agencies (LEAs) in working toward providing equitable access to effective educators for all students and help to inform Department policy. These local educational agencies (LEAs) will begin submitting individual teacher attendance data to the New York State Education Department during the 2015-16 School Year. Information about the Board meeting can be found at: http://www.regents.nysed.gov/meetings/2015/2015-06/p-12-educationhigher-education-joint-meeting.

Collection of staff attendance data would begin in the 2015-16 school year. LEAs will be providing individual staff attendance to the NYSED utilizing the eScholar Staff Attendance template for New York. An end of school year count of "days absent" will be provided for each teacher. This collection does not pertain to teaching assistants, teacher aides, or other staff. You would only be reporting the absences of the teacher still employed and responsible for the position. If a teacher left the district and you hired a long-term substitute, made that person responsible for the class and loaded them in Staff Snapshot, it would be appropriate to report that person in Staff Attendance.

A teacher absence will be defined in the same manner as currently defined on the Basic Educational Data System (BEDS) Public School Data Form. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. LEAs will have to decide which days should be included as instructional days. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Teacher absenteeism does not include administratively approved leave for professional development, field trips, or other off-campus activities with students. Days in which schools are closed (e.g. snow days), would not count as an absence for teachers.

LOCATION CODE, Field 2 - If the staff member works in more than one building within the LEA (District) use "0000." If a local building code is used, it must map to a valid State building code. For BOCES, use a virtual location code assigned to the principal responsible for the instruction.

STAFF ID, Field 3 - For Teachers only. Provide a TEACH ID from the TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

ATTENDANCE PERIOD START DATE, Field 5 - First date of the school year or hire date if the hire date is after the first date of the school year.

ATTENDANCE PERIOD END DATE, Field 6 - June 30 of the reporting year or the date the staff member is no longer employed by the reporting entity.

TIME USED, Field 8 - Number of days the teacher is absent. **Only report full days.** Days working outside the classroom on official LEA business are not considered absences. Partial days should not be combined to report as full days.

STAFF ATTENDANCE CODE LONG, Field 11 - Code that identifies type of absence. LEAs will have to make determinations as to which codes are most appropriate based on specific cases and how they track absences. *In cases where they do not track the specific type of absence, O (Other) may be used.*

Code	Description
B	Bereavement Leave
J	Jury Duty
M	Maternity/Paternity Leave
O	Other
P	Personal Leave
S	Sick Leave

Staff Student Course SSC or Teacher Student Data Linkage (TSDL)

Template (SIRS 315)

TSDL is the NYSED data collection system designed to comply with State and federal laws to create a State Longitudinal Data System (SLDS) and assist with teacher and principal evaluation (APPR- Annual Professional Performance Review). More about these laws and the policies governing APPR can be found in the APPR guidance document at: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

A record for all classroom teachers (district, BOCES, and, charter school teachers) must be reported in the Staff Student Course Template. This template includes information to link teachers to the students they teach, including linkage start and end dates and linkage durations. The template allows for linkage duration adjustments to accommodate teacher-student linkage durations that are different than those captured by the course schedule. The *Exclude from Evaluation Indicator* field in the Staff Student Course template should be left blank.

STAFF ID, Field 2 - Provide a TEACH ID from the TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

STUDENT ID (SCHOOL DISTRICT STUDENT ID), Field 4 - Unique identifier assigned by the LEA in which the student is enrolled. Use 9 numeric characters, left padded with zeros. For example, for 51972, use 000051972.

SCHOOL YEAR DATE, Field 5 - June 30 of the school year (yyyy-mm-dd).

COURSE LOCATION CODE, Field 7 - Local building code uniquely identifying the location associated with the course section, typically assigned by the local student management system. For school districts and charter schools, use the building code that uniquely identifies the building to which the principal responsible for the instruction is assigned. For BOCES, use a virtual location code assigned to the principal responsible for the instruction.

COURSE CODE, Field 8 - Local course code that uniquely identifies the course. Local course codes must map to a State course code. See *State Codes and Descriptions* at: http://www.p12.nysed.gov/irs/courseCatalog/home.html. If the course culminates in a State assessment in the reporting year, use the subset of State Course Codes for courses leading to a State exam.

SUPPLEMENTARY COURSE DIFFERENTIATOR, Field 9 - Code used to indicate that the course code is offered in more than one session during the school year. For State Reporting use "NA."

SECTION CODE, Field 10 - Local section code that uniquely identifies the section of the course. Although the data model allows a length of 25 for "SECTION CODE," note that the length of "SECTION CODE" (field 10) plus the length of "COURSE CODE" (field 8) cannot exceed 29.

REPORTING DATE, Field 11 - For evaluation data, use the first date of the State assessment period associated with the course. For roster data, use June 30 of the school year (yyyy-mm-dd). See *Appendix I: Assessment and Reporting Timelines* in the SIRS Manual at: http://www.p12.nysed.gov/irs/sirs/ for assessment administration dates.

RELATIONSHIP START DATE, Field 12 - First day that both the student was enrolled in and the teacher was assigned to the course section.

RELATIONSHIP END DATE, Field 13 - Last day that the teacher is assigned to or student enrolled in the course section. For evaluation records, this value can be no later than the reporting date.

ENROLLMENT LINKAGE DURATION (POTENTIAL STUDENT INSTRUCTIONAL TIME), Field 14 – The total instructional time in minutes that the course is scheduled to meet between the relationship start and end dates.

ATTENDANCE LINKAGE DURATION (ACTUAL STUDENT INSTRUCTIONAL TIME), Field 15 – The total number of minutes in field 14 less the number of minutes the student is absent from the class between the relationship start and end dates.

LINKAGE DURATION ADJUSTMENT (INSTRUCTIONAL RESPONSIBILITY WEIGHT), Field 16 – The number between 0 and 1, inclusive, representing the percent of the total number of minutes in field 14 and 15 assigned to this teacher and student after adjusting for factors not captured by the course schedule.

EXCLUDE FROM EVALUATION INDICATOR, Field 17 – A flag used to indicate that the student should be excluded from the evaluation of this teacher for a particular course section. Default to "N." If left blank, Level 0 will default to "N."

COURSE DURATION THROUGH ASSESSMENT DATE (TOTAL PLANNED CLASS TIME), Field 18 – The total number of instructional minutes that the course is scheduled to meet between the relationship start and reporting dates.

TERM CODE, Field 19 – A code used to identify the school calendar term for which a course grade is being reported. See *Term Codes and Descriptions* in the SIRS Manual at: http://www.p12.nysed.gov/irs/sirs/ .

Staff Evaluation Rating Template Data (SIRS 317)

This template is used to collect staff evaluation data for each teacher and principal who is subject to evaluation under Education Law §3012-c, d. It includes the Overall Evaluation rating categories (Highly Effective, Effective, Developing, or Ineffective) and rating points.

Charter schools are required to send staff evaluation ratings. Charter schools that are not required to implement the Education Law §3012-c, d evaluation rating categories (i.e., Highly Effective, Effective, Developing, Ineffective) are not required to report subcomponent scores, but must map their local evaluation rating categories to the State rating categories for State reporting purposes.

Charter schools that have an approved APPR plan are required to submit all subcomponent and overall scores and ratings as listed above. Those entities submitting staff evaluation rating data must also submit staff tenure data.

STAFF ID, Field 2 - Populate either STAFF ID or ALT STAFF ID (field #14). Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

EVALUATION CRITERIA CODE, Field 3 - "**3012c**: Choose codes from dimension table defined in evaluation criteria rating template. Report one STATE, one LOCAL, one ""OTHER,"" and one ""OC"" code for each staff member reported (for a total of four records). Charter schools are required to send only the ""OC"" record but may send all four records.
3012d: Choose codes from dimension table defined in evaluation criteria rating template. Report one ""REQSP"", one ""OPTSP"", one ""OSPC"", one ""REQOB"", one ""OPTOB"", one ""OOBC"", and one ""OC"" code for each staff member reported (for a total of seven records). Charter schools are required to send only the ""OC"" record but may send all seven records. "See *Evaluation Criteria Codes and Descriptions* in the SIRS Manual at: http://www.p12.nysed.gov/irs/sirs/ .

REPORTING DATE, Field 5 - June 30 of the school year for which the staff person is being evaluated (yyyy-mm-dd).

EVALUATION CRITERIA RATING CODE, FIELD 7 – A code from the dimension table defined in the evaluation criteria rating template. Use "NA."

EVALUATION CRITERIA RATING POINTS, Field 8 – A score received by evaluated staff for a particular criterion. This value must be a whole number. No decimals are allowed.
See rating points for Evaluation Codes and Descriptions in the SIRS Manual at http://www.p12.nysed.gov/irs/sirs/.

ALTERNATE STAFF ID, Field 14 - Populate either ALTERNATE STAFF ID or STAFF ID (field #2). Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates.

EVALUATION GROUP CODE, Field 15 – Indicate which evaluation system the scores are reported for, use 3012c or 3012d.

Staff Evaluation Template Examples: Education Law §3012-c and Education Law §3012-d- These examples illustrate the submission of 2015-16 Staff Evaluation data for Original and Transition scores and ratings under Education Law §3012-c and Education Law §3012-d.

Example A: Grade 4 Teacher, Education Law §3012-c

ORIGINAL	*TRANSITION*
Receives a State-provided growth score of 17, which should be submitted for the **Original State Growth or Other Comparable Measures subcomponent**. (STATE20=17)	The State-provided growth score cannot be included in the transition calculation, therefore the **Transition State Growth or Other Comparable Measures subcomponent** should not be submitted. (NO TSTATE20)
Receives an **Original Locally Selected Measures subcomponent** score of 16, which is based on an assessment other than the NYS 3-8 ELA/Math assessments or a building SPG score. (LOCAL20=16)	Since the **Transition Locally Selected Measures subcomponent** is based on an assessment other than the NYS 3-8 ELA/Math assessments or a building SPG score it can be used in the transition calculation and may be scaled in a manner determined by the district. This district chose to scale the Overall Composite. (TLOCAL20=16)
Receives a 57 for the **Original Other Measures subcomponent** based on the rubric selected by the district. The HEDI rating corresponding to a 57, per the ranges indicated in the approved APPR plan, is Effective. (OTHER03=57)	Receives a 57 for the **Transition Other Measures subcomponent** based on the rubric selected by the district. The HEDI rating corresponding to a 57, per the ranges indicated in the approved APPR plan, is Effective. The Other Measures subcomponent may be scaled in a manner determined by the district, however, this district chose to scale the Overall Composite. (TOTHER03=57)
The total of all three subcomponents (17+16+57) is 90, which equates to an **Original Overall Composite** rating of Effective. (OC03=90)	The total of all remaining subcomponents (16+57) is 73. The district chooses to determine a percentage of available points (20+60=80; 73/80=91), 91, which equates to a **Transition Overall Composite** rating of Highly Effective.

Example A: Grade 4 Teacher, Education Law §3012-d

ORIGINAL	TRANSITION (2015-16 data only)
Receives a State-provided growth score of 17, which equates to an Effective rating, and should be submitted for the **Original Required Student Performance subcomponent**. (REQSP03=17)	The State-provided growth score cannot be included in the transition calculation, therefore the **Transition Required Student Performance subcomponent** should not be submitted. (NO TREQSP)
Receives an **Original Optional Student Performance subcomponent** score of 16, which is based on a Supplemental assessment with corresponding growth model. (OPTSP03=16)	Receives a **Transition Optional Student Performance subcomponent** score of 16, which is based on a Supplemental assessment with corresponding growth model. (TOPTSP03=16)
The **Original Student Performance category** rating is based on the combination of the Required and Optional subcomponents, per the weighting indicated in the approved APPR plan, resulting in a rating of Effective. (OSPC03)	The **Transition Student Performance category** rating is based only on the Optional subcomponent, which is a rating of Effective. (TOSPC03)
The combination of the required principal and independent evaluator observations, based on the selected rubric, per the weighting indicated in the approved APPR plan, results in an **Original Required Teacher Observation subcomponent** score of 3.4, which is equal to an Effective rating, per the ranges indicated in the plan. (REQOB03=3.4)	The combination of the required principal and independent evaluator observations, based on the selected rubric, per the weighting indicated in the approved APPR plan, results in a **Transition Required Teacher Observation subcomponent** score of 3.4, which is equal to an Effective rating, per the ranges indicated in the plan. (TREQOB03=3.4)
Receives an **Original Optional Teacher Observation subcomponent** score of 3.3, based on peer observation using the selected rubric, which is equal to an Effective rating, per the ranges indicated in the plan. (OPTOB03=3.3)	Receives a **Transition Optional Teacher Observation subcomponent** score of 3.3, based on peer observation using the selected rubric, which is equal to an Effective rating, per the ranges indicated in the plan. (TOPTOB03=3.3)

The **Original Teacher Observation category** rating is based on the combination of the Required and Optional subcomponents, per the weighting indicated in the approved APPR plan, resulting in a rating of Effective. (OOBC03)	The **Transition Teacher Observation category** rating is based on the combination of the Required and Optional subcomponents, per the weighting indicated in the approved APPR plan, resulting in a rating of Effective. (TOOBC03)
Receives an **Original Overall Composite Rating** of Effective based on the combination of the Student Performance (Effective) and Teacher Observation (Effective) category ratings, per the matrix. (OCR03)	Receives a **Transition Overall Composite Rating** of Effective based on the combination of the Student Performance (Effective) and Teacher Observation (Effective) category ratings, per the matrix. (TOCR03)

Example B: K-5 Principal, Education Law §3012-c

ORIGINAL	*TRANSITION*
Receives a State-provided growth score of 15, which should be submitted for the **Original State Growth or Other Comparable Measures subcomponent**. (STATE20=15)	The State-provided growth score cannot be included in the transition calculation, therefore the **Transition State Growth or Other Comparable Measures subcomponent** should not be submitted. (NO TSTATE20)
Receives an **Original Locally Selected Measures subcomponent** score of 14, which is based on an assessment other than the NYS 3-8 ELA/Math assessments or a building SPG score. (LOCAL20=14)	Since the **Transition Locally Selected Measures subcomponent** is based on an assessment other than the NYS 3-8 ELA/Math assessments or a building SPG score it can be used in the transition calculation and may be scaled in a manner determined by the district. This district chose to double the Locally Selected Measures subcomponent. (TLOCAL20=28)

Receives a 55 for the Original Other Measures subcomponent based on the rubric selected by the district. The HEDI rating corresponding to a 55, per the ranges indicated in the approved APPR plan, is Developing. (OTHER02=55)	Receives a 55 for the Transition Other Measures subcomponent based on the rubric selected by the district. The HEDI rating corresponding to a 55, per the ranges indicated in the approved APPR plan, is Developing. The Other Measures subcomponent may be scaled in a manner determined by the district, however, this district chose to scale the Locally Selected Measures subcomponent. (TOTHER02=55)
The total of all three subcomponents (15+14+55) is 84, which equates to an Original Overall Composite rating of Effective. (OC03=84)	The total of all remaining subcomponents (28+55) is 83, which equates to a Transition Overall Composite rating of Effective. (TOC03=83)

Example B: K-5 Principal, Education Law §3012-d

ORIGINAL	*TRANSITION (2015-16 data only)*
Receives a State-provided growth score of 15, which equates to an Effective rating, and should be submitted for the **Original Required Student Performance subcomponent**. (REQSP03=15)	The State-provided growth score cannot be included in the transition calculation, therefore the **Transition Required Student Performance subcomponent** score and rating code should not be submitted. (NO TREQSP)
The district chooses not to use the optional subcomponent, therefore **Original Optional Student Performance subcomponent** score is not required, and the corresponding rating code of "00" should be submitted. (OPTSP00)	Since the district chose not to use the Optional subcomponent, a **Transition Optional Student Performance subcomponent** rating code is not required. (NO TOPTSP)
The **Original Student Performance category** rating is based on only the Required subcomponent, resulting in a rating of Effective. (OSPC03)	Since there are no remaining measures in either the Required or the Optional subcomponent, a **Transition Student Performance category** rating code will not be submitted. (NO TOSPC)

The combination of the required principal and independent evaluator observations, based on the selected rubric, per the weighting indicated in the approved APPR plan, results in an **Original Required Teacher Observation subcomponent** score of 3.4, which is equal to an Effective rating, per the ranges indicated in the plan. (REQOBS3=3.4)	The combination of the required principal and independent evaluator observations, based on the selected rubric, per the weighting indicated in the approved APPR plan, results in a **Transition Required Teacher Observation subcomponent** score of 3.4, which is equal to an Effective rating, per the ranges indicated in the plan. (TREQOB03=3.4)
Receives an **Original Optional Principal School Visit subcomponent** score of 3.3, based on peer observation using the selected rubric, which is equal to an Effective rating, per the ranges indicated in the plan. (OPTOB03=3.3)	Receives a **Transition Optional Principal School Visit subcomponent** score of 3.3, based on peer observation using the selected rubric, which is equal to an Effective rating, per the ranges indicated in the plan. (TOPTOB03=3.3)
The **Original Principal School Visit category** rating is based on the combination of the Required and Optional subcomponents, per the weighting indicated in the approved APPR plan, resulting in a rating of Effective. (OOBC03)	The **Transition Principal School Visit category** rating is based on the combination of the Required and Optional subcomponents, per the weighting indicated in the approved APPR plan, resulting in a rating of Effective. (TOOBC03)
Receives an **Original Overall Composite Rating** of Effective based on the combination of the Student Performance (Effective) and Principal School Visit (Effective) category ratings, per the matrix. (OCR03)	Receives a **Transition Overall Composite Rating** of Effective based on only the Principal School Visit (Effective) category rating. (TOCR03)

*For additional Staff Evaluation Data Template Examples, please visit EngageNY at:
https://www.engageny.org/resource/resources-closeout-2015-16-appr

Additional Sources of Information Concerning the Collection and Reporting of Staff Data

The Teacher Access and Authorization (TAA) Application – Collects teacher data for the ePMF and TSRV purposes: https://eservices.nysed.gov/taa/

Teacher Student Roster Verification (TSRV) information:
http://www.p12.nysed.gov/irs/teacher/

The Office of Teaching Initiatives (TEACH) – for TEACH Accounts, TEACH IDs, and issues related to certification: http://www.highered.nysed.gov/tcert/teach/

The Office of Information and Reporting Services (IRS) Staff Data:
http://www.p12.nysed.gov/irs/beds/PMF/home.html

Level 2 Report Guides for Staff Data:
http://www.p12.nysed.gov/irs/level2reports/reportguides.html

eScholar Templates used for the reporting of staff data:
http://www.p12.nysed.gov/irs/vendors/templates.html

APPR and teacher leader effectiveness guidance: https://www.engageny.org/