



Assistant Commissioner for Data Systems
Information and Reporting Services

To: BOCES District Superintendents
Superintendents of Schools
Principals of Charter and Other Public Schools

From: Ken Wagner

Date: March 2012

Re: Updated Guidance on Reporting and Verifying Teacher-Student Data Linkages (TSDL) in the Student Information Repository System (SIRS)

This memorandum provides important updates on reporting and verifying teacher-student data linkage (TSDL) information in the Student Information Repository System (SIRS) in order to meet federal and State requirements. This guidance addresses four issues:

- (1) Federal and State requirements for reporting TSDL information;
- (2) Timeline for reporting and verifying TSDL information for the 2011-12 school year;
- (3) Strategies for data verification; and
- (4) Reporting TSDL information for the 2012-13 school year.

Please share this memorandum **with teachers** and other staff in your school or district and keep it for future reference. Regulations require that teachers be involved in the review of TSDL information.

Federal and State Requirements for Reporting TSDL Information

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 that includes for its local education agencies (LEAs; i.e., school districts, BOCES, and charter schools), among other things:

- (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 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.

Education Law §3012-c requires that, beginning with the 2011-12 school year, classroom teachers in grades 4-8 of common branch subjects or English language arts (ELA) or mathematics who are employed by school districts have forty percent of their composite score of effectiveness be based on student achievement measures as follows: (i) twenty percent based upon student growth data on State assessments or other comparable measures of student growth; and (ii) twenty percent based on locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms. These percentages are adjusted to twenty-five and fifteen, respectively, in the first school year for which the Board of Regents has approved use of a value-added growth model. Beginning with the 2012-13 school year, these evaluation requirements will apply to all classroom teachers and principals in school districts and BOCES.

Finally, the data elements described in this memorandum are necessary to support the policy development and reform agenda of the Board of Regents. These initiatives include the implementation of the statewide instructional reporting system and professional development network required by the State's Race to the Top award.

Teacher of Record Determinations

In order for New York to meet its federal and State requirements, as well as to ensure that the policies on teacher/principal evaluation system are fair and understandable, NYSED needs to implement clear procedures for determining the teachers and principals who are responsible for student instruction for evaluation purposes.

A *Teacher of Record* is defined for the 2011-12 school year as those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course, consistent with guidelines prescribed by the Commissioner. Making teacher of record determinations is complicated by the fact that effective instruction is often the outcome of a complex set of instructional relationships among multiple teachers and students that change over time. Local school district data systems were not originally designed for these purposes.

In addition to the student demographic, enrollment, program service, and assessment information already collected for school/district accountability purposes, it is necessary

to collect additional data elements to support Teacher of Record determinations for teacher and principal evaluations under Education Law §3012-c. These new data elements include information about the multiple teachers who may be assigned to a course section, as well as changes in teacher assignment, student enrollment, and student attendance over the duration of a course.

Timeline for Reporting and Verifying TSDL Information for the 2011-12 School Year

Section L of the “Guidance on New York State’s Annual Professional Performance Review Law and Regulations” (see <http://usny.nysed.gov/rttt/teachers-leaders/home.html>) contains detailed information on reporting and verifying TSDL information. Appendix A of this memorandum summarizes the additional TSDL information that must be reported during the 2011-12 and 2012-13 school years. In February 2012, school districts and charter schools began submitting 2011-12 school year TSDL information to NYSED.

TSDL information is being collected for multiple purposes, each with its own verification deadline described in the table below. Your Regional Information Center (RIC) or Big 5 City School District data center will provide a deadline prior to these dates to allow sufficient time for processing.

Requirement	Deadline	Data to be Submitted to the SIRS
<p><u>State</u> Education Law §3012-c §215 §2857(3)(e)</p> <p><u>Federal</u> American Recovery and Reinvestment Act of 2009 (ARRA)</p> <p>Pending Elementary and Secondary Education Act (ESEA) Flexibility Waiver</p>	<p>June 1, 2012</p>	<p>All school districts and charter schools⁺⁺ must submit to the SIRS the following TSDL information for teacher/principal evaluation purposes:</p> <ul style="list-style-type: none"> • Student demographic, enrollment, program service, other special education, and State assessment information (already required for school/district accountability purposes); • Teacher-student linkage start and end dates for grades 3-8 and secondary-level course codes listed in Appendix A of this memorandum; • Teacher-student course, enrollment, and attendance linkage duration calculations for grades 3-8 ELA and math courses, as of the administration window of the relevant State assessment (to be used for research purposes for the 2011-12 school year).

++ Charter schools that are not required to implement the §3012-c evaluation rating categories (i.e., highly effective, effective, developing, ineffective) must map their local evaluation rating categories to the State rating categories for State reporting purposes.

Requirement	Deadline	Data to be Submitted to the SIRS
<p><u>Federal Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871)</u></p> <p>American Recovery and Reinvestment Act of 2009 (ARRA)</p> <p>Pending ESEA Flexibility Waiver</p>	<p>July 27, 2012</p> <p>(tentative deadline for submitting all 2011-12 school year data)</p>	<p>All school districts and charter schools must submit to the SIRS the following TSDL information to fulfill federal requirements and other policy purposes:</p> <ul style="list-style-type: none"> • Student demographic, enrollment, program service, other special education, and State assessment information (also required for school/district accountability purposes); • Teacher-student linkage start and end dates for grades 3-8 and secondary-level course codes listed in Appendix A; • Teacher-student course, enrollment, and attendance linkage duration calculations for grades 3-8 ELA and math courses and secondary-level course codes listed in Appendix A, as of the end of the school year for all reported courses (to be used for research purposes for the 2011-12 school year).

Student Management System and Human Resource Management System vendors were advised more than a year ago of the system changes necessary to support their school and district customers. If your management system vendor has not yet provided you with this enhanced TSDL functionality, please contact them directly using the information found at <http://www.p12.nysed.gov/irs/vendors/vendorContact.html> or contact your RIC or Big 5 City School District data center using the information found at <http://www.p12.nysed.gov/irs/nystart/tips.html#contax>.

Strategies for Data Verification

As with all reported school year data, superintendents and charter school principals must establish school and district verification processes to ensure that complete and accurate TSDL information, as summarized in the table above, are submitted to NYSED prior to the verification deadlines. RIC or Big 5 City School District data center staff with whom the school district or charter school has contracted can assist with these efforts.

Because of the complexity and importance of TSDL information, regulations require that teachers be involved in data verification efforts. In order to make this process more manageable, it is highly recommended that data be reviewed and verified throughout the school year, rather than immediately prior to the verification deadline.

In order to ensure the accuracy of the TSDL, two types of information, described in more detail in Appendix B of this memorandum, must be reviewed and verified by teachers and other relevant school and district personnel:

- **Basic roster information**, including which students are linked to which teachers with what beginning and end dates.
- **Linkage Durations** (to be used for research purposes for the 2011-12 school year), or the total course time, prior to the administration of the assessment or the end of the school year, that each student was linked to a teacher.

Daily Verification of Rosters

Teachers review and verify student rosters in their local student management system each time they take class attendance or, if class attendance is not taken, each time they take daily attendance. If rosters are verified in the local student management system on a class and/or daily basis, the task of verification will be much more manageable.

NYSED Teacher-Student Roster Verification Reports (with weekly data refreshes)

In addition to daily verification, teachers, principals, and school/district data coordinators will have access to Teacher-Student Roster Verification Reports that are updated at least weekly*.

Teacher-Student Roster Verification Reports **for school and district data coordinators** can be found within the Level 2 reporting environment through links provided by the local RIC or Big 4 City School District data center. These school- and district-wide reports may be displayed for specific teachers or courses or for all teachers and courses that have been submitted to the SIRS.

Teacher-Student Roster Verification Reports **for teachers** are available at the single sign-on location for our Education Data Portal (EDP) at <http://edp.nysed.gov>. Reports will be refreshed at least weekly to reflect updates or corrections made prior to the verification deadline. Please see <http://www.p12.nysed.gov/irs/teacher> and Appendix C

* Teachers and principals who are employed by the New York City Department of Education (NYCDOE) will use alternate data verification processes and reports. NYCDOE teachers and principals will have access to an online tool, Class List Reporting, to review and update class list information. If NYCDOE teachers have questions about this process, they should contact their principals or data specialists in their school or network. Teacher and principals employed by charter schools located in NYC will view their data by using the NYSED reports described in this memorandum.

of this memorandum for a description of how teachers can access these Teacher-Student Roster Verification Reports, including steps that schools and districts must take to facilitate this process.

The Teacher-Student Roster Verification Reports available to district and school data coordinators through the Level 2 reporting environment, as well as the reports for individual teachers, both display the same underlying data. The only differences between these reports are the ways they are displayed and delivered to meet the needs of different users.

Data Certification

Consistent with the reporting of all other school year data, superintendents and charter school principals will be responsible for certifying the completeness and accuracy of all TSDL information. To do so, and consistent with other data collection and reporting initiatives, superintendents and charter school principals will need to create internal processes to gather assurances from teachers and principals that they (1) have reviewed the information prior to the verification deadline and determined it to be complete and accurate, and (2) understand that the data will be used for evaluation and other analytic purposes.

Please note that existing Level 2 verification reports, including school and district accountability reports, may be used by school/district data coordinators to assist with the verification of student demographic, enrollment, program service, other special education, and assessment information prior to the verification deadlines listed above.

Verification Strategies

The accuracy of TSDL information depends on correct data being stored in the school or district student management system and correct data being exported from those systems for reporting to NYSED. If the data contained in the verification reports are inaccurate, please check that the information described below is correct in your student management system.

The accuracy of **basic roster information**, including teacher-student linkage start and end dates, is dependent upon:

- The creation of an accurate master schedule that includes all teachers assigned to courses and all students enrolled in those courses;
- The ongoing maintenance of both the master and student schedules, including accurate entry of start and end dates when students drop or add courses or teacher assignments change.

The accuracy of **linkage duration information** (to be used for research purposes for the 2011-12 school year) requires accurate basic roster information, as well as the

following additional information to be correct in the student management system (see Appendix B for more information):

- The amount of time that a course meets daily or, if the course schedule fluctuates daily, the weekly average for the course;
- Instructional calendars, or the total number of days that a course is scheduled to meet;
- Duration adjustments, to be used if a particular student or teacher participates in a course for only a portion of the course's schedule; and
- Student course attendance.

Since linkage duration calculations are created by the school's or district's student management system consistent with State rules and not directly by NYSED, LEAs, in coordination with their RIC or Big 5 City School District data centers, are strongly encouraged to request evidence from student management system vendors that the duration calculations are accurate. If your vendor product is meeting State requirements, linkage duration information will accurately reflect the course and roster information contained in your school's master schedule.

Data Correction

As with all other school year data, if the information displayed in the Teacher-Student Roster Verification Reports is incomplete or inaccurate, the data should be corrected in the local source system (e.g., the student management system) and submitted again to NYSED. Schools and districts are responsible for creating and communicating clear processes and identifying contact people for identifying data inaccuracies and correcting this information prior to the verification deadline.

Reporting TSDL Information for the 2012-13 School Year

Beginning with the 2012-13 school year, school districts, charter schools, and BOCES must report TSDL information for all classroom teachers. To ensure comparability among schools and districts, a statewide comprehensive course catalog has been developed. Although schools do not need to adopt these statewide codes for local use, it will be necessary to map local codes to State codes when reporting data to the SIRS. Appendix A lists statewide course codes to be used for reporting purposes during the 2011-12 school year. The comprehensive course catalog for 2012-13 school year reporting, developed with extensive input from statewide stakeholder representatives, can be found at <http://www.p12.nysed.gov/irs/courseCatalog/home.html>.

Thank you for your continued support as we implement these changes to our data collection and reporting system.

If you have any questions about these technical requirements, please contact your RIC or Big 5 City School District data center or the office of Information and Reporting Services at (518) 474-7965 or via email at dataquest@mail.nysed.gov. If you have

questions about the requirements for teacher/principal evaluations, please contact educatoreval@mail.nysed.gov.

Attachments

C: Regional Information Center Directors
 Big 5 Data Coordinators
 Regional Information Center SIRS Project Managers
 Charter School Network Leaders

Appendix A
TSDL Data Elements To Be Reported by School Districts and Charter Schools
by Year Required

(BOCES are not required to report these data until the 2012-13 school year)

	Data Element	2011-12	2012-13
1	Unique statewide identifier for all teachers assigned to reported courses	Yes	Yes
2	Student enrollment in all elementary/middle-level courses linked to a state assessment (e.g., Grades 3-8 ELA and mathematics), using the statewide standardized course codes listed below	Yes	Yes
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 listed below	Yes (Grades 9 to 12) plus lower grades if the student is taking a Regents examination	Yes (Grades 9 to 12) plus lower grades if the student is taking a Regents examination
4	Duration of reported course section	Yes*	Yes
5	Teacher-student linkage start/end dates for reported course section	Yes*	Yes
6	Duration of the student enrollment - teacher assignment linkage for the reported course section ("enrollment linkage")	Yes*	Yes
7 ^{NC}	Duration of student attendance - teacher assignment linkage for the course section ("attendance linkage")	Yes*	Yes
8 ^{NC}	Teacher-student linkage duration adjustments for reported course section	Yes*	Yes
9 ^{NC}	Student exclusion-from-evaluation flag for reported course section **	Yes*	Yes
10	Student enrollment in all remaining courses, using statewide standardized course codes	Optional	Yes
11 ⁺⁺	Evaluation rating category (highly effective, effective, developing, ineffective)	Yes	Yes
12 ^{NC}	Evaluation sub-component scores (student growth, locally selected measures of student achievement, other measures of teacher effectiveness)	Yes	Yes

* Student management system vendors were provided with these reporting requirements and are expected to provide their customers with this functionality for the 2011-12 school year.

** Additional requirements to be determined.

^{NC} Data element is not required to be reported by charter schools.

⁺⁺ Charter schools that are not required to implement the §3012-c evaluation rating categories (i.e., highly effective, effective, developing, ineffective) must map their local evaluation rating categories to the State rating categories for State reporting purposes.

Appendix A (cont'd)

State Course Codes for 2011-12

(Available in the "SIRS Codes and Descriptions" link at
<http://www.p12.nysed.gov/irs/sirs>)

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

Appendix B
Terms Used in Teacher-Student Roster Verification Reports

Term	Explanation
Linkage Start Date	The first day that both the teacher and student were reported as assigned to or enrolled in the course ("linked")
Linkage End Date*	The last day that both the teacher and student were reported as assigned to or enrolled in the course ("linked")
Course Duration**	The length of the reported course in hours and minutes. Course Duration takes into account the school calendar and the amount of time that a course meets daily or, if the course schedule fluctuates daily, the weekly average.
Enrollment Linkage Duration**	The amount of time that both the teacher and student were reported as assigned to or enrolled in the course ("linked"). Enrollment Linkage Duration will be less than the Course Duration for those teachers/students who were assigned to or enrolled in the course for only a part of the school year.
Attendance Linkage Duration**	The amount of time that the student actually attended the course while both the teacher and student were reported as "linked". Attendance Linkage Duration will be less than Enrollment Linkage Duration for students who are absent while enrolled in a course.
Linkage Duration Adjustment**	If a teacher's or student's actual assignment or enrollment in a course is only a percentage of the course's planned schedule (as contained in the master schedule of the local student management system), a linkage adjustment between 0 and 100% can be reported. For example, if a student is assigned to a course only three days a week (but the course meets five days a week), the Linkage Duration Adjustment would be 60%. If a teacher is assigned to a course only one day a week (but the course meets five days a week), the Linkage Duration Adjustment would be 20%. If the course's planned schedule accurately reflects a teacher's or student's actual assignment or enrollment in a course, the Linkage Duration Adjustment would be 100% (no adjustment).

Assessment Snapshot	The Assessment Snapshot, to be used for the calculation of State growth scores, displays roster information as of the date of a State assessment. In addition, the Assessment Snapshot dates can be used to calculate "Course Duration" and "Linkage Duration". For 2011-12, Assessment Snapshot dates are January 24 (Regents), April 17 (3-8 ELA), April 25 (3-8 math), or June 13 (Regents).
Full Year Snapshot	The Full Year Snapshot displays roster information as of the end of the school year (June 30). In addition, the Full Year Snapshot date can be used to calculate "Course Duration" and "Linkage Duration". These data may be used when a State Assessment Snapshot is not applicable or needed (e.g., for instructional reporting purposes).

* Since this date is used for calculating linkage durations, the Linkage End Date should be no later than the date of the Assessment or Full Year Snapshot.

** To be used for research purposes for the 2011-12 school year

Appendix C

Teacher Access to Teacher-Student Roster Verification Reports

See <http://www.p12.nysed.gov/irs/teacher> for information on how teachers may access roster verification reports. The process is broken down into three steps: (1) account creation; (2) initial review of the reports; (3) follow-up review of the reports. These steps are explained in the online video found at <http://www.p12.nysed.gov/irs/teacher/videopage.html> and a user guide found at <http://www.p12.nysed.gov/irs/teacher/UserGuide.pdf>.

Account Creation

These reports provide teachers with access to the roster data of the students they teach. The reports will be available only to those employees who are reported to the SIRS by school districts and charter schools as assigned to teach classes. If a teacher leaves district or school employment, superintendents and charter school principals, or their designees, are responsible for de-activating a teacher's report access through the delegated account system function (see <http://www.p12.nysed.gov/seddas/seddashome.html>) within the NYSED business portal at <http://portal.nysed.gov>.

Teachers can create their accounts to view this and subsequent state reports at the single sign-on location of our Education Data Portal (EDP) <http://edp.nysed.gov>. **All information entered during the account creation process is encrypted and secure.** Consistent with standard online security practices, teachers should have the following information available prior to creating their account:

Information Needed to Create an Account	Why Needed
Last four digits of the teacher's social security number	<p>Once entered by the teacher, this information is verified against the data contained in the TEACH system (see http://www.highered.nysed.gov/tcert/teach) to determine, in combination with other information in this chart, that the teacher is authorized to view the report.</p> <p>If the information in TEACH is incorrect, please follow the instructions found at http://www.highered.nysed.gov/tcert/teach/report.html</p>
Teacher's date of birth	See above

<p>Teacher Personal Identification Number (PIN) provided through a secure delivery mechanism by the school district or charter school that employs the teacher</p>	<p>Since the PIN is provided to the teacher directly by the school district or charter school, correct entry of the PIN provides additional confirmation that the teacher is authorized to view the report.</p> <p>PINs will be provided by NYSED to school districts and charter schools on a weekly basis through the Information and Reporting Services (IRS) Portal (see http://www.p12.nysed.gov/irs/irs-portal) for those teachers who have been reported to the SIRS.</p>
<p>Image Text Verification</p>	<p>Also known as a “CAPTCHA” (see http://www.google.com/recaptcha/captcha), these images are used to prevent automated computers (which cannot decipher the image) from creating and accessing accounts. Unfortunately, some of the images can be challenging for people as well, so there is a refresh icon to generate a new image and an audio icon to hear the words pronounced.</p>
<p>Email address (user name)</p>	<p>To complete the verification process, the teacher will need to provide a personal or work email address. A link will be sent to this address for final account activation. The email address will be the teacher’s user name.</p>
<p>Password</p>	<p>Teachers will need to provide a “strong” password, which includes at least eight characters, one capital letter, and one number</p>
<p>Answers to two security questions</p>	<p>In order to retrieve account information if a teacher forgets his or her user name or password, teachers will be asked for the answers to two security questions from the list provided below:</p> <ul style="list-style-type: none"> What was your childhood nickname? What street did you live on in third grade? What is the name of the hospital where you were born? What school did you attend for sixth grade? What was the color of your first car? What was the name of your first pet? What is your father's middle name? What is your mother's maiden name?

As with all other access to confidential student and teacher data, and consistent with the Family Educational Rights and Privacy Act (FERPA), superintendents and charter school principals are responsible for ensuring that only authorized personnel access these accounts through the secure distribution of teacher PINs prior to initial view of the reports and the de-activation of accounts if a teacher leaves district or school employment.

Initial View of the Teacher-Student Roster Verification Report

After creating the account, teachers should log in to view the report using the user name/email address and password at <http://edp.nysed.gov>.

The report contains a navigation bar at the top of the screen that allows the teacher to select the correct district, building, course, and section he or she would like to view. Once in the report, each key piece of information contains explanatory “mouseover” text; hover over the term in question and the pop-up text provides further explanation.

The report will **initially display the basic roster information** (i.e., the students who were reported as enrolled in the course section and the start and end date of the teacher-student linkage) that will be used for teacher evaluation purposes during the 2011-12 school year, as of the date of the grades 3-8 or secondary-level State assessment (“**Assessment Snapshot**”). Courses without a State assessment will not be displayed in this initial view. A link at the top of the report will allow the teacher to view basic roster information for all courses as of a “**Full Year Snapshot**,” which displays course information independent of the date of a State assessment.

The teacher can elect to view additional data columns by selecting the **View Additional Data Columns** link at the bottom of the report. The expanded view will display additional **linkage duration information**, which will be used for research purposes for the 2011-12 school year. Although this duration information was reported to NYSED in minutes, it was converted to hours-minutes format for verification purposes.

Please note that since multiple teachers can be reported as assigned to a course, the same student may appear in the Teacher-Student Roster Verification Report of more than one teacher for the same course section.

Follow-Up Review of the Reports

Teachers should notify the designated school or district data coordinator if any inaccuracies are noted during the review of the Teacher-Student Roster Verification Report. The roster verification report will be updated the Monday following the week in which the corrected data are submitted to the SIRS. Teachers should check the reports regularly, especially as the verification deadline approaches, to ensure that the report displays new and updated or corrected information. Superintendents and charter school principals will certify the completeness and accuracy of the data, in part based on timely feedback from teachers.

As described above, if teachers ensure that rosters are accurate each time they take class or daily attendance in the local student management system, review these data regularly through the Teacher-Student Roster Verification Report, and notify district/school data coordinators of necessary updates, then final data verification will be a more manageable task.