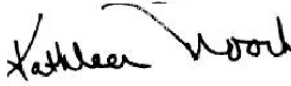




EXECUTIVE DIRECTOR
Data Systems and Educational Technology

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TO: Superintendents of Public Schools
District Superintendents of BOCES
Principals of Public Schools
Charter School Leaders

FROM: Kathleen Moorhead 

SUBJECT: Reporting 2015–16 School Year Data in SIRS

This memo highlights revisions and additions to data collection requirements and reporting deadlines for the 2015–16 school year data reported to the New York State Education Department via the Student Information Repository System (SIRS).

Deadlines for Verifying 2015–16 School Year Data in SIRS

Important data extract dates are available at <http://www.p12.nysed.gov/irs/2015-16SIRSTimeline.html>. Please review these deadlines carefully to ensure all data are reported on time. Additional dates will be added and communicated to data centers as they become available. Local Level 1 data centers will require earlier due dates to allow sufficient time for processing. For a list of regional data center contacts, see: <http://www.p12.nysed.gov/irs/sirs/ric-big5.html>. The reporting requirements described in this memo apply to all BOCES, public school districts and their schools, and charter schools. Please share this information with BOCES, district, and school personnel who are responsible for data reporting and verification. Full SIRS reporting guidance is available in the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/home.html>.

Data Collection and Reporting Updates for 2015–16

Chronic Absenteeism: At the October 2015 Board of Regents meeting, the Members of the Board discussed the research that correlates chronic absenteeism with poor academic performance. The Board agreed that establishing a mechanism for calculating chronic absenteeism based on attendance data would assist educators with identifying students in need of support and provide necessary interventions. The Department will be providing further guidance for districts on attendance data collection and reporting of chronic absenteeism.

Grades 7 & 8 Math Students: The U.S. Department of Education has extended the double testing waiver for 2015–16, allowing seventh and eighth grade students to take Regents examinations in mathematics in lieu of the NYSTP grade 7 or 8 mathematics assessment to fulfill the testing requirement in mathematics for accountability.

Growth Model for Grade 8 Algebra Students: During the 2014-15 school year, the Department developed an expansion of the State-provided growth model to produce growth scores for teachers and principals with students taking the Algebra I (Common Core) Regents Exam in 8th grade. NYSED expects that Student Growth Percentiles (SGPs) will be produced for these students beginning in the 2015-16 school year, and these SGPs will contribute to the State-provided growth scores for teachers and principals. Final confirmation will be forthcoming.

Immigrant Children: Immigrant definition has been revised in the *SIRS Manual* to match that of the U.S. Department of Education. Immigrant children and youth are defined as individuals who:

- a) are aged 3 through 21;
- b) were not born in any State; and
- c) have not been attending one or more schools in any one or more States for more than 3 full academic years. The years do not have to be consecutive.

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

Transgender Students: Transgender students are those whose gender identity does not correspond to their assigned sex at birth. Report transgender students with the gender with which the student chooses to identify. In the case of very young transgender students not yet able to advocate for themselves, the request to report the student's gender may come from the student's parent or guardian. Transgender students may be reported with changed gender and changed name but must continue to be reported with their originally assigned NYSSIS ID and local ID in order to track their progress longitudinally. School districts should immediately update student records, including transcripts, with the student's chosen name and appropriate gender markers and not circulate records with the student's birth name. Anyone provided a transcript or accessing a student's record should only receive the chosen name. To protect the confidentiality of a student's transgender status, the birth name should be treated as confidential personally identifiable information.

Growth Model for Principals: The Growth in Regents Exams component of the State-provided growth model for principals of grades 9-12 is currently based only on students passing Regents exams. The Department would like to explore expanding the model to incorporate other measures of student performance in advanced coursework aligned with college-readiness standards, such as performance on AP exams, IB exams, SAT subject tests, and Blue Ribbon Panel endorsed CTE exams. In order for the Department to be able to incorporate these measures of student performance into future year 9-12 principal growth models, the Department needs districts to submit results on these exams in SIRS beginning in the 2015-16 school year. Additional communication about the potential use of these data for student growth purposes will follow.

Data Changes: For additional information, see the “Revision History” of the 2015–16 *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/> and the “Code Changes for 2015–16” document at <http://www.p12.nysed.gov/irs/vendors/2015-16/techInfo.html>.

- Five performance levels (instead of four) and new standard achieved codes for the New York State Identification Test for English Language Learners (NYSITELL);
- Career Path Codes in the Student Lite template to identify the “Pathway” to graduation used by a graduating student (i.e., Arts, CTE, Traditional);
- Students in year five or year six of P-Tech Early College High School should be reported with grade level code = 12;
- Staff Attendance Codes in the Staff Attendance template to capture the reason for a staff absence for determining attendance at the individual staff member level (for more information, see the memo entitled “Individual Teacher Attendance Data” at <http://www.p12.nysed.gov/irs/memos/2015/IndividualTeacherAttendanceData-8-2015.pdf>);
- Assessment Measure Standard Codes for Career and Technical Education (CTE) and College and Career Readiness (CCR) for students graduating using the new Pathways system;
- New Assessment Measure Standard Codes for January and August Regents Common Core Geometry and June Common Core Regents Algebra II examinations;
- TCH for Teacher has been replaced with new, more specific, subject-related Tenure Area Staff Codes in the Staff Tenure template; and
- New State Course Code in the Course template for Common Core Regents Algebra II.

Data Refreshes and Frequency

Certain staff and course data can be refreshed in Level 2 of SIRS daily and will be reflected in the SIRS-317, SIRS-318, SIRS-320, and SIRS-322 verification reports. Districts should work with their RIC or Big 5 data coordinator to determine which data they can refresh daily. The remaining data in SIRS will be refreshed weekly as of Friday and will be reflected in the following Monday’s reports.

Data Verification in 2015–16

Verification reports are available in the Level 2 Reporting (L2RPT) environment (see <http://www.p12.nysed.gov/irs/level2reports/home.html>) in advance of final end-of-year data submission to help ensure that all data are reported accurately in SIRS. If data must be updated, changes must be made to the local source system and the changed data must be reported again to Level 1/Level 2 of the SIRS. Data will be refreshed weekly in Level 2 of the SIRS until the end of the year deadline.

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

In addition to the verification reports available through L2RPT, other reports are distributed to schools and/or districts throughout the data collection cycle via the Information Reporting Services Portal (IRSP). When reports are posted to the IRSP, an email notification is sent to the Information Officer/District Data Coordinator from SEDREF, indicating that a file is available for downloading.

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

NYCDOE Schools and New York City Charter Schools

The New York State Education Department (NYSED) will publish supplemental accountability data to the IRS portal. New York City Department of Education (NYCDOE) principals **do not have access** to the IRS portal. The NYCDOE will make any supplemental data published to the IRS portal available to NYCDOE principals through a timely and appropriate alternative and will communicate about data availability through NYCDOE communication channels. **New York City charter school principals have access to the IRS Portal.** IRS portal information and access for charter school principals are available at <http://www.p12.nysed.gov/irs/irs-portal/>.

Accountability verification reports are available to both NYCDOE and charter school principals in L2RPT. The principal of record in the Location Code Generation and Management System (LCGMS) is automatically provisioned for L2RPT access. Password reset is a self-service process. Passwords for all NYSED applications, including L2RPT, can be reset on the [NYSED Application Business Portal](#). For assistance with accountability-related work streams, NYCDOE schools should contact their Performance and Assessment lead at the Borough Field Support Center. NYC Charter Schools should contact their Director of Operations.

For Teacher Student Data Linkage reports and verification, teachers and principals who are employed by the NYCDOE will use alternate data verification processes and reports. NYCDOE teachers and principals have ongoing access to an online tool, STARS Classroom, to review and update class list information. If NYCDOE teachers have questions about this process, they should contact their principals or their schools' STARS administrators.

Federal Reporting

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

Consolidated State Performance Report (CSPR): The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended. Part I of the CSPR collects data related to the

five ESEA Goals. Part II of the CSPR collects information related to state activities and outcomes of specific ESEA programs. USDE uses these data to monitor States' progress in implementing ESEA and to identify technical assistance needs and program management and policy needs. Much of the data reported through ED*Facts* is reported in the CSPR. Level 1 Operators and districts should be aware of these reports and the publicly available data therein. For more information, visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

Template Changes for 2015–16

eScholar data templates for 2015–16 are available at <http://p1232.nysed.gov/irs/vendors/2015-16/techInfo.html>. Changes to the eScholar data templates for 2015–16 are highlighted in yellow. They include the following:

- **Attendance Code:** In the Attendance Code Type field, you can now report STUDENT or STAFF, not just STUDENT.
- **Contact and Student Contact Fact:** Data in these templates are for local use only in 2015-16.
- **Staff Assignment:** The Assignment Code and Assignment Location Code fields have been revised and now include PMF reporting directions only.
- **Staff Attendance:** Staff Attendance is a new template in 2015–16 and is used for reporting **full-day** teacher absences. For more information, see: <http://www.p12.nysed.gov/irs/memos/2015/IndividualTeacherAttendanceData-8-2015.pdf>.
- **Staff Snapshot:** Contract Work Days is a new field and is used to report the number of work days the teacher is expected to work in the Local Education Agency (LEA) based on the contract or appointment. The Staff ID field has been revised and now includes PMF reporting directions only.
- **Staff Tenure:** This template contains new Tenure Area Codes.
- **Student Lite:** Career Path Code is a new field and is used to identify the pathway the student used to graduate. For more information, see: <http://www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways-4+1-field-memo.pdf>.

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

If you have questions about data contained in SIRS, contact your Regional Information Center or Big 5 Data Coordinator. If you need further assistance, you may contact the Office of Information and Reporting Services by e-mail (dataquest@nysed.gov) or phone (518-474-7965).

Thank you for your continued assistance with this important work.

APPENDIX A: REPORTS FOR 2015–16

L2RPTs

Level 2 Reports (L2RPTs) are available primarily to assist with data verification. District and school personnel are required to review and certify the information contained in these reports. Please pay close attention to the counts within the various subgroup populations (e.g., racial/ethnic breakdowns, students with disabilities, limited English proficient, etc.), as these numbers will impact data reporting for these subgroups. Note that changes made to historical data using Level 0 Historical will be displayed within the Level 0 Historical system. These historical changes will be displayed in L2RPT only for current year (2015–16) cohort membership or the cohort's secondary assessment scores. Reporting errors discovered as a result of a review of these reports must be corrected in the local source system and submitted to the SIRS. Guides for understanding these reports are available at <http://www.p12.nysed.gov/irs/level2reports/reportguides.html>.

NOTE: A Teacher Attendance Report will be available later in the 2015-16 school year.

Verification Reports

- **Accountability Reports (SIRS-101, 102, 103)** allow you to review data used to determine institutional accountability under the Elementary and Secondary Education Act (ESEA) as well as assessment data for English language learners who on April 1 of the reporting year have been attending school in the United States for less than one year.
- **Annual Assessment At-A-Glance Report (SIRS-405)** allows you to check data for significant year-to-year (2014-15 to 2015-16) assessment changes that may indicate a reporting error. Particular attention should be paid to **percentage changes equal to or greater than 10%** and known reporting issues from previous years.
- **Annual Outcomes Reports (SIRS-307, 308, 309, 310)** allow you to review annual dropout, noncompleter, graduate, postgraduate plan, Regents examination, and RCT results. These reports are *not* cohort-based and reflect activity reported by the district/school during the 2015–16 school year.
- **BEDS Reports (SIRS-312, 313, 314, 316, 319, 323, 350)** allow you to review BEDS day (October 7, 2015 for the 2015–16 school year) enrollment and counts of Free and Reduced-Price Lunch Eligible students as used for various purposes (State Aid, Office of Early Learning), by various groupings (location, district, charter school), and by various snapshot dates. SIRS-350 allows public school districts to select a year and review a month-to-month student enrollment count by school as of the most recent data refresh.
- **Course Reports (SIRS 311, 315, 321)** allows you to review student class grade and teacher-student linkage data.

- **CTE Report (SIRS-306)** allows you to review the CTE and Tech Prep (TPREP) data for Concentrators, Participants, and Enrollees.
- **Reasonableness Report (SIRS-401)** allows you to check data for significant year-to-year (2014–15 to 2015–16) changes that may indicate a reporting error. In particular, please check number of graduates and number of students eligible to take the NYSESLAT in lieu of the NYSTP for accountability purposes (students with a Program Service code of 0242). Particular attention should be paid to **percentage changes equal to or greater than 10%** and known reporting issues from previous years.
- **Staff Reports (SIRS-317, 318, 320, 322)** allow you to review staff assignments and “HEDI” scores and ratings for teachers and principals.
- **Student Attendance Summary Report (SIRS-351)** allows you to review a summary of student absences and suspensions.
- **Tested/Not Tested Reports (SIRS-104, 301, 302)** allow you to review counts of students who should have been tested and results for those who were tested on the New York State Identification Test for English Language Learners (NYSITELL), the grades 3-8 English Language Arts (ELA) and mathematics assessments, the grades 4 and 8 science assessments, the New York State English as a Second Language Achievement Test (NYSESLAT), and the New York State Alternate Assessment (NYSAA). Results for grade 8 students taking a Regents science test in lieu of the Grade 8 science test may also be reviewed.
- **Total Cohort Reports (SIRS-201, 202)** allow you to review cohort enrollment counts, credentials reported, and the count and percentage of graduates and dropouts as well as assessment outcomes for 1-, 2-, 3-, 4-, 5-, and 6-year total cohorts.

Informational Reports

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

Parent Reports

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

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