CIO Meeting

SIRS/Data Warehousing
Test Scoring

Prepared/Presented by

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New Additions to Teacher Level Reporting

Customized View for Teachers only

Virtual Class and views for:
- ELL Teachers
- Counselors
- Specialists

(They do not need to be scheduled in the SIS)

Assessment Tool

APPR Tool

Scan Local Assessments for use in Teacher Reporting

Add scores and item data from local and publisher exams (paper or CBT)
Cognos Update

History:
2000 - NY State purchases Cognos for internal use
2001 LHRIC and WNYRIC purchase Cognos as viewing tool
2004 - NYSED purchase Cognos for entire state as part of the SIRS project
2007 Cognos is bought by IBM
2011 IBM Watson wins Jeopardy
2014 IBM Watson is deployed in the cloud to the general public
2016 IBM Cognos Analytics (Cognos 11) Released (Cognos and Watson begin to merge)
2017 NYSED asks RICs to look into alternatives to Cognos

Future:
NYSED tells RICs to upgrade to Cognos Analytics by Fall, 2018
NYSED and Committee still looking at Tableau, Microsoft Power BI in addition to Cognos 11 (Cognos Analytics)

Cognos Analytics - Version 11

Present Status:
Operational on Cognos Test Server since December. Just upgraded to 11.09
Teacher Level Reporting Working well
All reports have been migrated - 99% working

What needs to be done:
Correct reports that are not working
Make sure all user groups are operational and show correct data
Develop new, more visual reports
Develop dashboards as opening screens for multiple user groups
### 2.1 Grade 3 ELA Building Benchmark (Curriculum) Analysis

#### 2015-16 School Year

**Group/State/Group (Demographic Analysis)**

**Building Benchmark (Curriculum Analysis)**

**Strengths:**

- Reading Comprehension
- Reading Informational Text

**Comparisons:**

- Reader Question 1
- Reader Question 2
- Reader Question 3

**Reports:**

- ELA Grade 3-8
- ELA Grade 9
- ELA Grade 10

**Performance Analysis:**

- Reading Comprehension
- Reading Informational Text

**Data Download:**

- Individual Student Data
- Individual School Data

**Quick Reference:**

- Get started
- Overview
- Get started videos
- Sample data
- Support

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**Notes:**

This report may be used for Data Analysis purposes only. It should not be used for Accountability data verification or to determine Accountability status. Only Level 2 reports are official reports used for Accountability purposes.

**BEOCC** (State of the Art) is the rate that all districts in your BEOCC Region (either BEOCC, SBECC, or PHECC) are performing better than. The field test questions have been excluded from the report.

Click on the "Finish" button once a Regent Assessment is selected.
For All Data Analysis Districts:

Benchmark Reports now show success rates on questions that are both below (in red) and above (in green) the gap percentage for the selected target:

For All Data Analysis Districts - NYSESLAT Individual Scores over Time
### 1.2 NYSESLAT Individual Scores Over Time

#### 2016-17 School Year

**Select Current Grade Level:**
- [ ] All Grades

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For Administrators of Teacher Level Analysis Districts:

Regents Teacher Class Analysis
## 9.1 June Regents Class Student Details

2016-17 School Year

**Report Description:**
This report shows Student's June Regents results by a Teacher or a Class. The data is taken from Course Instructors Assignment and Student Class Entry Exit records leading to the District.

**Disclaimer:**
Discrepancies may occur between course data and the levels of the Data Warehouse on invalid Staff, Course, Course Instructor Assignment and/or Class Entry Exit data.

### District:

#### Building

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### 2016-17 School Year

#### Cohort Analysis

- **Name:**
  - Guided Analysis by Cohort

#### Graduation Reports

- **Name:**
  - Assessment Progress Toward Graduation
  - Regents Assessment Appeal

#### Multi-Year

- **Name:**
  - 2013 to 2014 District and Building CC Skill Success Rates
  - 2013 to 2014 Student Percentile Rank Comparison in ELA & Math
  - 2014 to 2015 District and Building CC Skill Success Rates
  - 2014 to 2015 Student Score, State/Regional Percentile Rank Comparison in 3-8 ELA
  - 2014 to 2015 Student Score, State/Regional Percentile Rank Comparison in 3-8 Math
  - 2015 to 2016 District and Building CC Skill Success Rates
  - 2015 to 2016 Student Percentile Rank Comparison in ELA & Math
  - 2016 to 2017 District and Building CC Skill Success Rates
  - 2016 to 2017 Student Percentile Rank Comparison in ELA & Math
  - Multi-Year Student Percentile Rank Comparison
NYSED Sub-committees

Tech Standards Subcommittee
Data Visualization Tools
School Climate Data
Computer Based Testing
Computer Based Testing Advisory Committee
Tech Standards Subcommittee

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<th>Possible Solutions</th>
<th># Votes</th>
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Data Visualization Tools

RICs evaluate the following tools:

Cognos Analytics (Version 11.x)
Tableau
Microsoft Power BI
School Climate Survey Update

USDOE Survey-
You must use the questions provided
You must use the calculations provided
Other than that, you are can administer any way you like (see next slide)

NYSED would like all schools to administer School Climate Survey in Spring, 2018

Three Alternatives:
School administers Climate Survey on their own and provides data to NYSED
RICs provide Climate Survey for districts and provide data to NYSED
RICs with vendor provide Climate Survey and data to NYSED
Faster Release of Data

Commissioner is mandating the NYSED get data releases out to the field faster:

• Graduation Rate
• 3-8 Assessments
• Regents
CBT- Questar Secure Browser and Practice Tests

Where is secure Browser?

https://ny.nextera.questarai.com/Admin/Help/Downloads

Need Nextera login credentials

How to access Practice Tests with secure browser?

How do we access ELA practice tests in the Nextera Secure Browser?
February 09, 2018 14:21

Updated 2/19/18: The new Nextera Secure Browser math practice test logins have been updated for the 2017-18 school year.

Nextera Secure Browser:
To access the Secure browser practice tests, student testing devices must have the Nextera Secure Browser installed and tested before the student can access the practice test. The username format for this year is the following (note the addition of the letter "g" to the username):

subject + g + grade number + code for accommodation (if needed)

Example: ela8g3 / practice

See below for additional examples. The 2017 practice test logins will not work after 2/19/18.

You can locate browser and Operating System specific downloads on the "Downloads" page under the help tab from the browser toolbar in Nextera Secure.

- Nextera Secure Browser Download Page
- Nextera Setup & Installation Guide

The complete list, which includes logins for the practice tests with accommodations, TTLE, and alternate languages, are available on Nextera Admin and on CBT Support (PDFs can be downloaded below). The usernames and passwords are not case-sensitive.

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</table>

Practice with Equation Editor in Sampler

Use the Sampler Page:
https://ny.nextera.questarai.com/tds/#/practice
Pick Math, a Grade Level, then "Equation Editor Sampler"
(Make sure you are in Chrome)

Select Question Sampler

Select Subject Select Grade Select Test
Math Grade 3 Equation Editor Sampler

Take it online.
Start test
CBT Network Issues

- To ensure a stable testing environment with minimal issues, observe these guidelines during student testing:
  - Minimize network traffic load on the network servers and avoid performing client software updates, patching, and data backups.
  - Remove bandwidth throttling on ports 80 and 443.
  - Minimize or turn off network bandwidth intensive programs (e.g., streaming music and video).
- Certain firewalls may present a **false positive warning** if they incorrectly recognize the bit sequence of a particular file as malware or virus.
Participation - 2018 CBT:

Operational:

- 8 Public districts (1 district 3-8)
- Two Archdiocese schools  (1 school 3-8)

Field Testing:

- Public districts: 9
- Archdiocese schools: 9
- Paper-Based: 39 total Archdiocese and Public Districts

Field Testing Assignments Are Now Available!

https://cbtsupport.nyed.gov/hc/en-us/articles/360001551352

Field testing assignments for schools are now available from the Office of State Assessment website on the Field Testing page. The Field Test assignment spreadsheet includes all schools with their subject and grade-level field testing assignment.

Letters with field testing assignments are also being sent to Principals of field testing schools. The letters will include the subject, grade level, and the type of field test that students in the school will be administered.

Example CBT field testing assignment for Math:

- Your school will be administering the CBT field test in the following grade and subject:
  - Grade and Subject: 3 MATH
  - Form Type: Constructed Response

Example CBT field testing assignment for ELA:

- Your school will be administering the CBT field test in the following grade and subject:
  - Grade and Subject: 3 ELA
  - Form Type: 4-point Constructed Response

The student data requirements for field testing are the same as for operational CBT. Student data will be pulled for CBT field testing on April 6, 2018. The CBT Team work with RICs to help schools ensure their student data is loaded to the statewide Student Information Repository System (SIRS) for population into Nextera Admin for CBT administration.
Spring Testing Results

Preliminary Reports- Raw Score + each question success rate (with CC skill)
ELA before Math
ELA- June 1?
Math- June 12?
Answer Key and Item Maps are required!

Responsibilities of Home District for Testing Outplaced Students

• Know your students
• You have the responsibility for contacting the outplaced location for your student
• You should work with the outplaced location
• Have a primary and secondary contact
• You may need to work with them for varying purposes (i.e. NYSAA Assessments)
Testing Updates

- **3-8 Printing Update**
  - We are complete with all of the ELA & Math Printing based on data pulled 2 weeks ago.
  - Please stop by the testing department to see if yours are ready and if you can take them with you or talk to them about picking them up next week.
  - We will take Level 1 data for late 2nd printings for:
    - ELA - March 15th at 2:30 pm
    - Math - April 12th at 2:30 pm
    - Late printings will be run by grade -> school -> alpha & FS labels will be generated
  - We will take Level 1 data for:
    - NYSESLAT - March 15th at 2:30 pm
    - Science - April 5th at 2:30 pm
Full Service Scoring

• There will be a Full Service Scoring webinar within the next two weeks
• For those who are unable to attend the presentation, the recorded webinar will be available on our Full Service Scoring webpage shortly after the presentation – www.lhrinc.org/fullservicescoring - on the left side in the video section
• The main difference from last year to this year is that ELA only needs one booklet (book 2) to be collected. This will make it easier for you and your staff to collect, package up and return to us.

3-8 Testing - Reminder

• Book Forms
  • will be spiraled (Different for each student)
  • letter & number code

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June 2018 Regents

- **03/16** - Schools selected for the Transition Regents Global History and Geography score collection must have Student class entry/exit along with Course Instructor for Course Code 04052 in L1
  - *List of schools on the next slide*

- **04/06** – Deadline to order Regents & RCTs booklets via the SED web portal
  - .CSV file due to LHRIC (FTP) for printing all answer sheets
  - In-district Scanning proposal due to LHRIC for new districts
  - Demographics and enrollment records MUST be in L1 for all students to be tested before we may begin to print answer sheets.
    - LHRIC WILL NOT print answer sheets until all discrepancies between CSV file and L1DW have been cleared
  - Review L1 report 4.15.1 Assessments: Regents CSV file and Level 1 Discrepancy

- **04/09** to **06/01** – LHRIC prints and distributes answer sheets

- **05/25** – File due with additional students (2nd printing)

- **06/05** – 1st Administration of the new Transition Regents Examination in Global History and Geography

- **06/12** to **06/22** – Administration of all other Regents Assessments

For a complete schedule of due dates, please visit our webpage: [www.lhric.org/Regents](http://www.lhric.org/Regents)

---

June 2018 Regents

Transition Examination in Global History and Geography- Grade 10

List of Schools selected to participate in the Score Collection Project

<table>
<thead>
<tr>
<th>District_Name</th>
<th>BEDS_CD</th>
<th>School_Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARMEL CENTRAL SCHOOL DISTRICT</td>
<td>480102060005</td>
<td>CARMEL HIGH SCHOOL</td>
</tr>
<tr>
<td>EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)</td>
<td>500402060010</td>
<td>RAMAPO HIGH SCHOOL</td>
</tr>
<tr>
<td>EASTCHESTER UNION FREE SCHOOL DISTRICT</td>
<td>660301030005</td>
<td>EASTCHESTER SENIOR HIGH SCHOOL</td>
</tr>
<tr>
<td>HENDRICK HUDSON CENTRAL SCHOOL DISTRICT</td>
<td>660203060005</td>
<td>HENDRICK HUDSON HIGH SCHOOL</td>
</tr>
<tr>
<td>MOUNT VERNON SCHOOL DISTRICT</td>
<td>660900010013</td>
<td>MT VERNON HIGH SCHOOL</td>
</tr>
<tr>
<td>NEW ROCHELLE CITY SCHOOL DISTRICT</td>
<td>661100010016</td>
<td>NEW ROCHELLE HIGH SCHOOL</td>
</tr>
<tr>
<td>OSSINING UNION FREE SCHOOL DISTRICT</td>
<td>661401030007</td>
<td>OSSINING HIGH SCHOOL</td>
</tr>
<tr>
<td>TUCKAHOE UNION FREE SCHOOL DISTRICT</td>
<td>660302030002</td>
<td>TUCKAHOE HIGH SCHOOL</td>
</tr>
</tbody>
</table>

- LHRIC will not print Global History and Geography answer sheets for the schools selected to participate in the score collection. We will provide the answer sheets for all other schools/exams.

- Do not include Course Code 04052 for the selected schools on your .csv file for printing June Regents.

- SED Requires that Student Class entry/exit along with Course Instructor for State Course Code 04052 be up-to-date in L1 before March 15th @ 2:30pm
  - SED’s Contractor (Pearson) will print student information on the answer sheets for selected schools based on this data.
  - By May 8th, your school will receive from Pearson pre-printed answer sheets with school and student information in addition to blank answer sheets for students who do not receive a pre-populated answer sheet.
  - Schools that do not provide information to SIRS will receive only blank answer documents.
To verify that the Global History Courses have been reported correctly with the State Course Code 04052, please review the L2RPT SIRS 330- Student Class/Course Instructor Summary Report. Under the Course section.

If you need to make corrections, be sure to load data to L0-L1 by Thursday, March 15th @ 2:30pm.

2017-18 SIRS Timeline

- March 22nd BDES Extract for FRPL- for calculating preliminary State Aid projections
- March 22nd BDES Extract of ELL Counts for reporting to USED
- May 3rd - Course Instructor Assignment / Student Class Entry Exit Due
- June 14th - Staff Student Course / Staff Assignment due for teachers and principal growth score calculations
2017-18 BEDS Reporting

Students

- Special Ed BEDs Day Snapshot
  - Last day to load data 1/4/18
- L2RPT BEDs Enrollment:
  - 1st pull of data 1/4/18
  - 2nd pull of data 3/22/18
  - Final pull of data 8/23/18

Staff

- ePMF Locked down for teachers
  - 1/26/18
- Admin ePMF review and Certification done in TAA 2/23/18
- Non-Teaching Staff Snapshot/Staff Assignment – due to L1 – Thursday - 2/22/18
- Out of Certification Reports - TBD

BEDS L2RPT Enrollment Reports

- March 22nd @ 2:30pm - 2nd extract of data for State Aid enrollment and FRPL for districts/charters (verification not certification)
  - August - final BEDs extract
- BEDS Preliminary Snapshot Data Reports
  - SIRS 312.1, 313.1, 314.1, 316.1, 323.1
  - BEDS reports with the ".1" extension are now populated with the January 5th data submission
  - Use for comparison when reviewing for March
IRS Portal – 3 Year Enrollment Summary

- NYSED refreshes these weekly on its portal
- Displays BEDS days counts over the last the 3 years
- Use to compare FRPL, enrollment and UPK counts

L1 Summary Report- BEDS / Assessment/ Teacher Course Verification
3.11.1 Program Services: Potential Poverty /FRPL Program Discrepancies

- Displays students with a 0198- Poverty program but no Free/Red Lunch program service record

3.1.1 Program Services: Details

- Can review FRPL Programs / Immigrant /PreK etc..
L1 Reports for BEDS Verification

- Review -1.5.0 Demographics: Homeless Student Details - Homeless students are automatically eligible for Free Lunch

### 1.5.0 Demographics: Homeless Student Details

**2017-18 School Year**

Sorted by Student Name

**Report Description:**
This report shows students who were Homeless during some point of the School Year. Missing information will be highlighted in red. Please refer to Chapters 6, 7, 10 of SIRIS Manual.

**Disclaimer:**
Discrepancies may occur between source data and the levels of the Data Warehouse based on invalid Student Demographics, Enrollment and/or Program Services data.

Click on the "Finish" button once a School Year is selected.

**Select a School Year:**

<table>
<thead>
<tr>
<th>District</th>
<th>(Listed Students: 84)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Grade Level</th>
<th>Date of Birth</th>
<th>Last Enrollment</th>
<th>Hispanic</th>
<th>Ethnicity</th>
<th>Homeless Status</th>
<th>Dwelling Arrangement</th>
<th>Free Lunch Program</th>
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</thead>
<tbody>
<tr>
<td>02</td>
<td>07/14/2000</td>
<td>M</td>
<td>D03</td>
<td>N</td>
<td>No</td>
<td>Black or African American</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
</tr>
<tr>
<td>03</td>
<td>02/04/2007</td>
<td>F</td>
<td>D05</td>
<td>N</td>
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<td>Black or African American</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
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<tr>
<td>05</td>
<td>02/03/2007</td>
<td>F</td>
<td>D01</td>
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<td>No</td>
<td>Black or African American</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
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<tr>
<td>04</td>
<td>02/12/2007</td>
<td>F</td>
<td>D01</td>
<td>N</td>
<td>No</td>
<td>Black or African American</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
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<tr>
<td>0F</td>
<td>12/02/2011</td>
<td>M</td>
<td>D01</td>
<td>N</td>
<td>No</td>
<td>Black or African American</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
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<tr>
<td>07</td>
<td>05/12/2004</td>
<td>M</td>
<td>D01</td>
<td>Y</td>
<td>Yes</td>
<td>Hispanic or Latina</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
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<tr>
<td>04</td>
<td>12/06/2007</td>
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<td>D01</td>
<td>N</td>
<td>No</td>
<td>Black or African American</td>
<td>Yes</td>
<td>Shelters</td>
<td>Yes</td>
</tr>
<tr>
<td>07</td>
<td>04/15/2004</td>
<td>F</td>
<td>D01</td>
<td>N</td>
<td>No</td>
<td>Black or African American</td>
<td>Yes</td>
<td>Doubled-up (with another family)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Beyond ePMF**

**Staff Data Collection**
Beyond ePMF-Staff Tenure

Staff Tenure - Load to L0 April – June

Report tenure records for teachers and principals only!

- Do Not report for guidance counselors, Asst Principals.
- Only report tenure for the current staff position in the Staff Snapshot.
  - i.e., to report a tenure record for a Principal (‘ADT’ tenure area code) - must have ‘PRINCIPAL’ title in Staff Snapshot
- Staff Tenure is reported by subject area for teaching staff

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADT</td>
<td>Administrative</td>
</tr>
<tr>
<td>ETA</td>
<td>Elementary tenure area</td>
</tr>
<tr>
<td>MGT</td>
<td>Middle grades tenure area (sixth and/or eighth grades)</td>
</tr>
<tr>
<td>SET</td>
<td>Secondary English</td>
</tr>
<tr>
<td>SSS</td>
<td>Secondary Social Studies</td>
</tr>
<tr>
<td>SMT</td>
<td>Secondary Mathematics</td>
</tr>
<tr>
<td>SGT</td>
<td>Secondary Science</td>
</tr>
<tr>
<td>SFL</td>
<td>Secondary Foreign Languages</td>
</tr>
<tr>
<td>ATA</td>
<td>Art</td>
</tr>
<tr>
<td>OBE</td>
<td>General business education</td>
</tr>
<tr>
<td>DET</td>
<td>Driver education</td>
</tr>
<tr>
<td>SED</td>
<td>Special education-blind</td>
</tr>
<tr>
<td>SED</td>
<td>Special education-deaf</td>
</tr>
<tr>
<td>SED</td>
<td>Special education speech and hearing</td>
</tr>
<tr>
<td>SED</td>
<td>Special education-general</td>
</tr>
<tr>
<td>ITA</td>
<td>Health</td>
</tr>
<tr>
<td>HEC</td>
<td>Home economics-general</td>
</tr>
<tr>
<td>IAG</td>
<td>Industrial arts-general</td>
</tr>
<tr>
<td>MTA</td>
<td>Music</td>
</tr>
<tr>
<td>PET</td>
<td>Physical education</td>
</tr>
<tr>
<td>PET</td>
<td>Physical education-remedial</td>
</tr>
<tr>
<td>STA</td>
<td>Speech</td>
</tr>
<tr>
<td>ENS</td>
<td>English as a new language</td>
</tr>
<tr>
<td>AGT</td>
<td>Agriculture</td>
</tr>
<tr>
<td>HOT</td>
<td>Health Occupations</td>
</tr>
<tr>
<td>HEO</td>
<td>Home economics-occupational</td>
</tr>
<tr>
<td>OBE</td>
<td>Occupational business education and distributive occupation subjects</td>
</tr>
<tr>
<td>TST</td>
<td>Technical/Trade subjects</td>
</tr>
<tr>
<td>SMS</td>
<td>School media specialist (including library or educational communications)</td>
</tr>
</tbody>
</table>

Beyond ePMF-Staff Tenure

- L1 Report
  - 23.0.0- Staff Tenure Summary
    - Can be run just for Principal tenure or Teacher tenure
    - Has drop down for Tenure status - can be run to see Tenure Granted, Probationary records

- L2 RPT SIRS-322 Staff Tenure Verification Report - official report for certification
  - Note: because the Staff Tenure template is designed to collect multiple years of data - you will see prior year records in SIRS L2RPT reports.
Beyond ePMF-Staff Tenure

Staff Tenure Delete Reminder:

- Deleting a Staff Tenure record from L0 does not delete the record from L1/L2
- To delete a tenure record from L1/L2 submit the Staff Tenure record with a Tenure Status Code of ‘D’- Deleted

Beyond ePMF-Staff Attendance

Staff Attendance- load to L0 April – June

- Staff attendance data should be reported for **teachers only**
- Requires Staff Snapshot with **TEACHER** Title
- Full day abs only
- Report one record per teacher /per absence type

**Staff Attendance Codes and Descriptions**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bereavement Leave</td>
</tr>
<tr>
<td>J</td>
<td>Jury Duty</td>
</tr>
<tr>
<td>M</td>
<td>Maternity/Paternity Leave</td>
</tr>
<tr>
<td>O</td>
<td>Other</td>
</tr>
<tr>
<td>P</td>
<td>Personal Leave</td>
</tr>
<tr>
<td>S</td>
<td>Sick Leave</td>
</tr>
</tbody>
</table>

- 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.
  - 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.
Beyond ePMF-Staff Data Collection

L0 Express – Attendance Codes – Staff
- Already populated with valid State Staff Attendance Codes
- If your system is exporting local Staff attendance codes – map them here

Beyond ePMF-Staff Assignment

Staff Assignment-
- Staff Assignment should include all of your non-teaching staff employed during the 17-18 school year – principals, counselors, psychologists, etc. (PMF reporting, APPR)

- Dual purpose
  - collects data for (PMF BEDS) state and federal reporting purposes and APPR purposes- used by the growth vendor to link program supervisors (principals) to the students in those programs to generate principal growth scores.
  - Report one record for each location, assignment, and grade-level combination related to the staff person.
  - Principals must be reported with Staff assignment codes (1102-1110) and the specific building location they are associated with (do not report with District location ‘0000’).
Level 0 Staff Assignment – Quick Check

- **Category Type Breakdown report – Staff Assignment**

- They’ve added the code description and Grade to make it easier to ensure all of your principals are reported.

### Staff Assignment Report Choices:

- Run Verification Rpt
- Office Summary
- Staff Summary
- Unlock Log
- Unlock History
- Cat Type Breakdown

### Staff Assign. - PMF - staff Valid records.

<table>
<thead>
<tr>
<th>Staff ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Cat Type</th>
<th>Assign Code</th>
<th>Code Desc</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMF1001</td>
<td></td>
<td></td>
<td></td>
<td>SUPERINTENDENT</td>
<td>ALL</td>
<td></td>
</tr>
<tr>
<td>PMF1020</td>
<td></td>
<td></td>
<td></td>
<td>OTHER DIRECTOR OR COORDINATOR</td>
<td>ALL</td>
<td></td>
</tr>
<tr>
<td>PMF1102</td>
<td></td>
<td></td>
<td></td>
<td>PRINCIPAL ELEMENTARY SCHOOL</td>
<td>ALL</td>
<td></td>
</tr>
<tr>
<td>PMF1103</td>
<td></td>
<td></td>
<td></td>
<td>PRINCIPAL MIDDLE SCHOOL</td>
<td>ALL</td>
<td></td>
</tr>
<tr>
<td>PMF1108</td>
<td></td>
<td></td>
<td></td>
<td>PRINCIPAL SENIOR HIGH SCHOOL</td>
<td>ALL</td>
<td></td>
</tr>
<tr>
<td>PMF1200</td>
<td></td>
<td></td>
<td></td>
<td>ASSIST PRIN JUNIOR/SENIOR H S</td>
<td>ALL</td>
<td></td>
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<tr>
<td>PMF1502</td>
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<td>DIRECTOR/COORDINATOR SPEC EDUC</td>
<td>ALL</td>
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<tr>
<td>PMF2211</td>
<td>SCHOOL NURSE (RN)</td>
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<td>SCHOOL NURSE (RN)</td>
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<tr>
<td>PMF4603</td>
<td>DIRECTOR OF PHYSICAL EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Course Verification

Staff Student Course

Course Instructor Assignment/ Class Entry Exit
Teacher Roster Verification Reminder (Staff Student Course)

- Teacher Roster Verification – available in TAA application now
- Staff Student Course data populates the TSRV (teacher roster verification) area in TAA- updated weekly
- The Staff Student Course template is used to collect teacher student data linkages for grades 3-8 ELA/Math and Math Regents courses for APPR purposes.
- Load to Lo in March/April /May
- Use the following Reporting Dates in your SIS:
  - ELA 3-8 Courses: 2018-04-10
  - Math 3-8 Courses: 2018-05-01
  - Math Regents Courses: 2018-06-05

For a complete list of active state course codes for 2017-18: http://www.p12.nysed.gov/irs/courseCatalog/home.html

Reminders for Teacher Roster Verification

- Review L1 Reports to find discrepancies
  - 9.0.0 - Teacher Course Verification: Course Summary
  - 9.2.1 - Staff Student Course Details
  - 9.3.1 - Staff Student Course Enrollment discrepancy
  - 9.4.1 - Staff Student Course Assessment Discrepancy (after ELA and Math scores have been scanned in)
  - 9.6.1 - Teacher Course Verification Potential Course Duration Discrepancy

- Official certification in June thru L2RPT reports
  - SIRS 315- TSDL report
  - SIRS 318- Staff Assignment

- Thursday 6/14 @ 2:30pm – Staff Student Course and Staff Assignment (principals) data due to L1

- Friday 6/22- Certification form due (irs portal)
Course Instructor Assignment – Focus on Primary ENL Instructor Indicator

- **Primary ENL Instructor Indicator**: This field should be set to “Y” if the teacher has been identified as an ENL teacher.

- A “Y” in this field will subject the staff to an ENL certification match for ENL as required by State and federal reporting.

- If the ENL teacher is the only teacher in the class, he/she should be reported with a “Y” in this field AND a Y in the Primary Instructor field # 13

Note: We are still in parallel reporting year. The source of teacher assignments will be what teachers enter in ePMF.

Course Instructor Assignment - Primary ENL Instructor Indicator - Self Contained ENL

**Self Contained ENL Class**

- Course is mapped to one of the ENL State course codes 01008 (secondary 7-12) or 51008 (prior to secondary K-6)

- Primary Instructor = Y
Course Instructor Assignment- Primary ENL Instructor Indicator- Push-In ENL Instructor

- **Primary Instructor**
  - Primary Instructor = Y*
    *subjects the teacher to a cert match based on content area of the course
  - Primary ENL Instructor = N

- **Push In ENL -Instructor**
  - Primary Instructor = N
  - Primary ENL Instructor = Y*
    *subjects the teacher to a cert match for ENL certification

---

Course Instructor Assignment (CIA)/Student Class Entry Exit

- Review L1 Verification Reports- Summary/Discrepancy
- Review L2RPT SIRS-330 Student Class/Course Instructor Summary
Course Instructor /Class EE L1 Reports

- 9.11.1- displays Class EE records and corresponding CIA records.
- Can run for All Students/ Dual Credit Students/ Class EE missing CIA

Course Instructor /Class EE L1 Reports

- 9.11.1- review your Dual Credit enrollment students
Course Instructor / Class EE
L1 Reports

- 9.10.2- Course Instructor Assignment Details
- Can run for specific schools / teachers / courses

2017-18 Reporting Requirements Update
Immigrant Reporting Update

- As per the memo, the following data elements in Student Lite are no longer to be collected or reported:
  - Date of Entry into the U.S.
  - Country of Origin

- Data Elements in Student Lite that can still be collected but no longer reported:
  - Immunization Date of First Polio Vaccine
  - Years in US Schools

- Data elements that can still be collected and reported:
  - Place of Birth
  - Home Language

Programs Fact:

- 8282 - Immigrant Children and Youth Status
- 5731 - Title III: Language Instruction Immigrant ELL Students (if applicable; that is, receiving these services)
- 5742 - Title III – Part B, subpart 4: Emergency Immigration Education Program

Count of Immigrant Children and Youth Online Survey - Update

- The purpose of the survey was to determine each district’s eligibility and allocation for the Title III Immigrant funding
- NYSED is looking to eliminate the online survey
- NYSED plans on collecting it from SIRS for public schools (8282 program service record) possibly using BEDS Day timeframe
- BEDS online for Non-pubs
- More info to come
2017-18 Reporting Requirements Update - Student Daily Attendance

**Chronic Absenteeism Reports: SIRS 360/361**

- Being collected as an accountability measure for ESSA this year - an L2RPT Accountability VR for attendance is in development
  - Student Daily Attendance will be required to be certified including Out of School Suspensions
  - Required extracts to populate L2RPT
    - Attendance Codes (Student) - load into L0 Express
    - Day Calendar
    - Student Daily Attendance
  - Run Day Calendar / Attendance Codes / Student Daily Attendance Extracts for your In-District Buildings only - no OOD

**Day Calendar Day Types - Regents Days**

Please note, the count of instructional days for calculating chronic absenteeism may not coincide with the 180 Day Session Requirement for calculating State Aid. The Office of State Aid will continue to collect session days, school calendar and attendance data in SAMS for aid.

- Report Regents days as Non-Instructional Days – (Regents Attendance Not Taken) when only students that are taking the exam are expected to be in attendance.
- Report Regents days as Instructional Days - (Regents Attendance Taken) - when students are all expected to be in attendance.

**New York State Education Department**

Year to Date Student Attendance/Absenteeism Summary Report

Number and Percentage of Students Who Were Absent

<table>
<thead>
<tr>
<th>Attendance Code</th>
<th>Students Enrolled for a Least One Day During the School Year</th>
<th>Students Enrolled for a Least One Day During the School Year</th>
<th>Students Enrolled for a Least One Day During the School Year</th>
<th>Students Enrolled for a Least One Day During the School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Out of School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Report Regents days as Non-Instructional Days – (Regents Attendance Not Taken) when only students that are taking the exam are expected to be in attendance.

Report Regents days as Instructional Days - (Regents Attendance Taken) - when students are all expected to be in attendance.

**INSTRUCTIONAL DAY:** Report as instructional days only those days when related to instruction. All students are expected to be in attendance. The following day type codes will be counted as instructional days for the purposes of the L2RPT Attendance/Chronic Absence/Day Calendar reports:

- Holiday
- Weather
- Emergency
- School/Student/Parent Requested
- Superintendent Conference Full Day

**NON-INSTRUCTIONAL DAY:** Report as non-instructional days those days when students are not expected to be in attendance. The following day type codes will be counted as non-instructional days for the purposes of the L2RPT Attendance/Chronic Absence/Day Calendar reports:

- Make-up
- Late Arrival
- Early Dismissal
- Regents
- Staff Conference Full Day
Level 0 Reminders - Dashboard Summary

- Dashboard Summary highlights the Last Upload date/time in red when the ‘Last Upload’ date/time is prior to your ‘Last Update’ or

- Will display ‘None’ if you’ve imported data but haven’t performed L1 Data Prep

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Import</th>
<th>Verif.</th>
<th>Locked</th>
<th>Last Import</th>
<th>Last Update</th>
<th>Last Upload</th>
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</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>31</td>
<td>2</td>
<td>2182</td>
<td>NO</td>
<td>3/1/18 05:07 PM</td>
<td>3/2/18 12:44 AM</td>
</tr>
<tr>
<td>Enrollment</td>
<td>49</td>
<td>42</td>
<td>2159</td>
<td>NO</td>
<td>3/1/18 05:07 PM</td>
<td>3/2/18 12:44 AM</td>
</tr>
<tr>
<td>Program Fact</td>
<td>47</td>
<td>515</td>
<td>1047</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>_ELL Eligibility</td>
<td>0</td>
<td>114</td>
<td>117</td>
<td>NO</td>
<td>2/24/18 12:26 AM</td>
<td>2/24/18 12:26 AM</td>
</tr>
<tr>
<td>_ELL Programs</td>
<td>0</td>
<td>122</td>
<td>121</td>
<td>NO</td>
<td>2/24/18 12:26 AM</td>
<td>2/24/18 12:26 AM</td>
</tr>
<tr>
<td>_Type of Disability</td>
<td>0</td>
<td>48</td>
<td>422</td>
<td>NO</td>
<td>1/4/18 07:40 PM</td>
<td>1/5/18 12:06 PM</td>
</tr>
<tr>
<td>_159A: Poverty</td>
<td>0</td>
<td>9</td>
<td>909</td>
<td>NO</td>
<td>2/18/12:36 AM</td>
<td>2/18/12:36 AM</td>
</tr>
<tr>
<td>_800: Reduced Lunch</td>
<td>6</td>
<td>28</td>
<td>130</td>
<td>NO</td>
<td>2/24/12:26 AM</td>
<td>2/24/12:26 AM</td>
</tr>
<tr>
<td>_817: Free Lunch</td>
<td>38</td>
<td>286</td>
<td>968</td>
<td>NO</td>
<td>2/24/12:26 AM</td>
<td>2/24/12:26 AM</td>
</tr>
<tr>
<td>_UK:</td>
<td>1</td>
<td>20</td>
<td>34</td>
<td>NO</td>
<td>2/24/12:26 AM</td>
<td>2/24/12:26 AM</td>
</tr>
<tr>
<td>_Parks:</td>
<td>1</td>
<td>41</td>
<td>33</td>
<td>NO</td>
<td>2/24/12:26 AM</td>
<td>2/24/12:26 AM</td>
</tr>
<tr>
<td>_405: Immigrant</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>YES</td>
<td>2/12/10:02 AM</td>
<td>2/12/10:01 AM</td>
</tr>
<tr>
<td>_300: Foster Care</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>YES</td>
<td>2/24/12:26 AM</td>
<td>2/24/12:26 AM</td>
</tr>
<tr>
<td>Assessment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>NO</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Assess/Acc Mod</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>NO</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Staff/Student</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>YES</td>
<td>2/24/12:26 AM</td>
<td>2/24/12:26 AM</td>
</tr>
<tr>
<td>_2018-01-22</td>
<td>0</td>
<td>0</td>
<td>296</td>
<td>NO</td>
<td>3/9/12:46 PM</td>
<td>3/9/12:45 PM</td>
</tr>
</tbody>
</table>

L0 Historical Updates → L1 Reports

- L0 Historical is open now
  - The 16-17 school year is available for updates
  - Only current year L2RPT reports are refreshed with L0H data- i.e. Total Cohort, HS AVR
  - Changes made to L0H Monday – Thursday will appear in L1 and L2 RPT Verification reports the following Monday

- L0 Historical: [https://l0historical.nyseddata.org/](https://l0historical.nyseddata.org/)

- Entitling L0H users in SEDDAS
M2L1C Reports Reminder

• We update these reports daily

• M2L1C reports should be reviewed after loading your data to L1.

• Records appearing in this report will NOT be accepted by L2.

• Records marked as **Warning** will be accepted at L2.

Additional March Activities

• Identification of Gr 3-8 ELL Students Eligible for ELA Exemption – flag with program code 0242 in student information system
  • Review L1 Report – 3.8.0- Potential 0242 Program Service Candidates

• Keep Level 1 Enrollments Current for ELA, Math and Science Answer Sheets and Scores (March through June – at least monthly updates. Weekly is preferable for districts with high mobility)

• Begin running L1 Summary Reports for Assessment Verification and Teacher Course Verification

• Update Immigrant Student and Homeless Data Reporting in SIS

• Backmapping check- specific districts

Important Due Dates/Timeline

- **Thursday March 22nd @ 2:30pm** - 2nd pull for State Aid – focus on FRPL and ELL Programs - data due to L1

- **Thursday May 3rd @ 2:30 pm** - Course Instructor Assignment and Student Class Entry Exit Data Due to L1

- **Thursday June 14th @ 2:30 pm** - 2016-17 Staff Assignment (Principals only) Data Due. Used for 2016-17 Principal State-provided growth score calculation purposes.

- **Thursday June 14th @ 2:30 pm** - 2016-17 Staff Student Course Records due to L1. Used for 2016-17 Teacher State-provided growth score calculation purposes.

- **Friday June 22nd** - 2017-18 Staff Student Course (TSDL) & Staff Assignment Data certification due to NYSED

---

**Suggested Extract Loading Schedule**

<table>
<thead>
<tr>
<th>Extract</th>
<th>Uses</th>
<th>When to Load to Lo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Lite (SIS)</td>
<td>Loaded All year long to support NYSSIS, BEDS reporting, Testing, Teacher Roster verification/APPR, Accountability reporting etc..</td>
<td>September-August</td>
</tr>
<tr>
<td>Entry/Exit (SIS)</td>
<td>Loaded All year long to support NYSSIS, BEDS reporting, Testing, Teacher Roster verification/APPR, Accountability reporting etc..</td>
<td>September-August</td>
</tr>
<tr>
<td>Programs Fact (SIS)</td>
<td>Loaded All year long to support BEDS reporting, Testing, APPR, Accountability reporting, LEP etc..</td>
<td>September-August</td>
</tr>
<tr>
<td>Programs Fact (IEP)</td>
<td>Loaded All year long to support SPED BEDS reporting, Testing, APPR, Accountability reporting, LEP etc..</td>
<td>September-August</td>
</tr>
<tr>
<td>Special Ed Beds Day Snapshot (IEP)</td>
<td>Loaded to support Special Ed Beds collection</td>
<td>September – December</td>
</tr>
</tbody>
</table>
## Suggested Extract Loading Schedule

<table>
<thead>
<tr>
<th>Extract</th>
<th>Uses</th>
<th>When to Load to L0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Fact (SIS)</td>
<td>Assessments reported thru L0: All Regents, RCT’s, Regents/RCT Alternatives, NYSITELL, CTE, CCR.</td>
<td>NYSITELL as it’s administered, October for August Regents, RCT’s, Regents/RCT Alternatives, July for Regents, CTE, CCR</td>
</tr>
<tr>
<td>*Course (SIS) *Location Mgr. (SIS)</td>
<td>Dependent files for: Staff Student Course/Student Class Grade Detail/Course Instructor/Class Entry Exit.</td>
<td>November - June</td>
</tr>
<tr>
<td>Staff Student Course (SIS)</td>
<td>Teacher Roster verification(APPR growth calculations)</td>
<td>November – June</td>
</tr>
<tr>
<td>NEW-Course Instructor Assignment (SIS)</td>
<td>PMF BEDs reporting Teachers</td>
<td>December –May (Parallel Collection 17-18)</td>
</tr>
<tr>
<td>NEW-Student Class Entry Exit (SIS)</td>
<td>PMF BEDs reporting Teachers</td>
<td>December –May (Parallel Collection 17-18)</td>
</tr>
<tr>
<td>Staff Snapshot (HR)</td>
<td>PMF Reporting, Teacher Roster Verification, APPR</td>
<td>September- January for PMF February- June for APPR</td>
</tr>
<tr>
<td>Staff Assignment (HR)</td>
<td>PMF Reporting, APPR for Principals</td>
<td>September- January for PMF February- June for APPR</td>
</tr>
</tbody>
</table>

## Suggested Extract Loading Schedule

<table>
<thead>
<tr>
<th>Extract</th>
<th>Uses</th>
<th>When to Load to L0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Codes (SIS)</td>
<td>Safe School Initiative - Chronic Absenteeism reporting</td>
<td>February – August</td>
</tr>
<tr>
<td>Day Calendar (SIS)</td>
<td>Safe School Initiative - Chronic Absenteeism reporting</td>
<td>February – August</td>
</tr>
<tr>
<td>Student Daily Attendance (SIS)</td>
<td>Safe School Initiative - Chronic Absenteeism reporting/ ESSA accountability</td>
<td>February – August</td>
</tr>
<tr>
<td>Staff Tenure (HR)</td>
<td>APPR</td>
<td>April-August</td>
</tr>
<tr>
<td>Staff Attendance (HR)</td>
<td>APPR</td>
<td>April - August</td>
</tr>
<tr>
<td>CDSF Assessment Fact (IEP) if applicable</td>
<td>VR 15</td>
<td>June- August</td>
</tr>
<tr>
<td>EOV Snapshot (IEP)</td>
<td>VR 13</td>
<td>June-August</td>
</tr>
<tr>
<td>Student Class Grade Detail (SIS)</td>
<td></td>
<td>July-August</td>
</tr>
<tr>
<td>Events Extract (IEP) if applicable</td>
<td>VR 22-14</td>
<td>July-September</td>
</tr>
<tr>
<td>Staff Evaluation Rating</td>
<td>APPR</td>
<td>August- October</td>
</tr>
</tbody>
</table>
APPR Update

Commissioner's APPR Survey – extended deadline

• On February 6, 2018, the Commissioner's APPR Survey was made available to the field to provide the Department with candid feedback about the current evaluation system and what an ideal evaluation system could look like for both principals and teachers.

NYSED is asking districts to provide feedback by the extended deadline of Wednesday, March 28, 2018. Any questions that you may have can be directed to: educatoreval@nysed.gov.

• https://www.surveymonkey.com/r/CommissionersAPPRSurvey
2017–18 Elementary & Intermediate-Level Testing Schedule

<table>
<thead>
<tr>
<th>Operational Test</th>
<th>Administration Dates</th>
<th>Make-up Dates</th>
<th>Scoring Dates</th>
<th>Final Dates to Submit Answer Sheets to Scanning Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYSAA English, Math, and Science</td>
<td>Monday, March 12 – Friday, June 8</td>
<td>Make-ups must be given within the testing window</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 3-8 English Language</td>
<td>Wednesday, April 11 – Friday, April 13*</td>
<td>Monday, April 16 – Wednesday, April 18</td>
<td>Monday, April 16 – Thursday, May 3</td>
<td>Thursday, May 3</td>
</tr>
<tr>
<td>Computer-based</td>
<td>Tuesday, April 10 – Tuesday, April 17*</td>
<td>Friday, April 13 – Friday, April 20</td>
<td>Monday, April 16* – Thursday, May 3</td>
<td>NA</td>
</tr>
<tr>
<td>Grades 3-8 Mathematics</td>
<td>Paper-based</td>
<td>Tuesday, May 1 – Thursday, May 3*</td>
<td>Friday, May 4 – Wednesday, May 9</td>
<td>Wednesday, May 16</td>
</tr>
<tr>
<td>Computer-based</td>
<td>Tuesday, May 1 – Tuesday, May 8*</td>
<td>Friday, May 4 – Friday, May 11</td>
<td>Friday, May 4** – Wednesday, May 16</td>
<td>NA</td>
</tr>
<tr>
<td>NYSASLAT Speaking</td>
<td>Monday, April 9 – Friday, May 18</td>
<td>Make-ups must be given within the testing window</td>
<td>Speaking is scored as it is administered.</td>
<td>Thursday, May 31</td>
</tr>
<tr>
<td>NYSASLAT Listening, Reading, Writing</td>
<td>Monday, May 7 – Friday, May 18</td>
<td>Make-ups must be given within the testing window</td>
<td>Monday, May 21 – Thursday, May 31</td>
<td>Thursday, May 31</td>
</tr>
</tbody>
</table>

* Please refer to the August 2017 memorandum from Deputy Commissioner Angelica Infante-Green for further guidance on the Grades 3-8 English Language Arts and Mathematics testing schedule.

** A teacher may not begin to train for scoring or rate student responses until the primary administration of the specific grade-level test that the teacher will be rating has been administered in that teacher's school.
2017-18 School Year, Continued

<table>
<thead>
<tr>
<th>Operational Test</th>
<th>Administration Dates</th>
<th>Make-up Dates</th>
<th>Scoring Dates</th>
<th>Final Dates to Submit Answer Sheets to Scanning Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Science Performance Test</td>
<td>Wednesday, May 23 – Friday, June 1</td>
<td>Make-ups must be given within the testing window</td>
<td>Scoring may start immediately following administration</td>
<td>Thursday, June 14</td>
</tr>
<tr>
<td>Grade 8 Science Performance Test</td>
<td>Wednesday, May 23 – Friday, June 1</td>
<td>Make-ups must be given within the testing window</td>
<td>Scoring may start immediately following administration</td>
<td>Thursday, June 14</td>
</tr>
<tr>
<td>Grade 4 Science Written</td>
<td>Monday, June 4</td>
<td>Tuesday, June 6 – Wednesday, June 7</td>
<td>Following make-up dates, but no later than Thursday, June 8</td>
<td>Thursday, June 14</td>
</tr>
<tr>
<td>Grade 8 Science Written</td>
<td>Monday, June 4</td>
<td>Tuesday, June 6 – Wednesday, June 7</td>
<td>Following make-up dates, but no later than Thursday, June 8</td>
<td>Thursday, June 14</td>
</tr>
</tbody>
</table>

Field Test

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-based</td>
<td>Monday, May 21 – Friday, June 1</td>
</tr>
<tr>
<td>Paper-based</td>
<td>Tuesday, May 22 – Friday, June 1</td>
</tr>
</tbody>
</table>

NYSESLAT

| Grades 4 and 8 Science | Monday, May 7 – Friday, May 18 |

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

EXAMINATION SCHEDULE: JUNE 2018

Students must verify with their schools the exact times that they are to report for their State examinations.

<table>
<thead>
<tr>
<th>June 5</th>
<th>June 12</th>
<th>June 13</th>
<th>June 14</th>
<th>June 15</th>
<th>June 16</th>
<th>June 17</th>
<th>June 20</th>
<th>June 21</th>
<th>June 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15 a.m.</td>
<td>9:15 a.m.</td>
<td>9:15 a.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
</tr>
<tr>
<td>TRANSITION EXAM – RE in Global History &amp; Geography</td>
<td>English Language Arts</td>
<td>RE in U.S. History &amp; Government</td>
<td>Physical Setting/Earth Science</td>
<td>RCT in Mathematics*</td>
<td>Physical Setting/Chemistry</td>
<td>RCT in Global Studies*</td>
<td>Physical Setting/Physics</td>
<td>RCT in Writing</td>
<td>RCT in Science*</td>
</tr>
<tr>
<td>RATING DAY</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
<td>1:15 p.m.</td>
</tr>
</tbody>
</table>

* Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

- The conversion chart for this exam will be available no later than June 22, 2018.

Uniform Additional Deadlines:
- Morning Examinations: 10:00 a.m.
- Afternoon Examinations: 2:00 p.m.
Upcoming CIO Meetings

• Friday, April 13, 2018 – 1:00PM
• Friday, June 15, 2018 – 1:00PM

LHRIC Contacts 914-592-4203

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Jose Gonzalez  jgonzalez@lhric.org  X-3219
Akila Sriram  asriram@lhric.org  X-3319
FACT SHEET II: Additional Questions & Answers on Enrolling New Immigrant Students

This fact sheet supplements the previously released
Fact Sheet: Educational Services for Immigrant Students and Those Recently Arrived to the United States.

A. GENERAL ENROLLMENT INFORMATION

A1. What forms might unaccompanied children receive from HHS at their release and bring with them when they are living with a sponsor and seeking to enroll in a local school?

Youth who have been released from HHS shelters to a sponsor receive certain paperwork and forms from HHS at the time of their release. For example, youth may have copies of a “Verification of Release” form which shows their name and the name and address of the sponsor who is caring for the child. Such forms may indicate, either directly or indirectly, that a particular youth is involved in immigration proceedings. In addition, HHS requires that sponsors be provided with a copy of the child’s medical and immunization records compiled during their time in custody. Sponsors are made aware that they may be required to provide certain documents, including immunization records, to the school upon enrollment, depending on the local school district’s policies.

Although schools and/or school districts should not ask for HHS “Verification of Release” forms, some youth living with a sponsor may bring the HHS Verification of Release form along with their immunization records with them when they arrive at school to enroll. If voluntarily presented, the HHS Verification of Release form may be appropriate for schools to accept as proof of identity, residency, and age for purposes of enrolling these children.

A2. Do schools need to maintain any HHS forms or other documents presented by a child at enrollment?

No. Generally, in order to enroll a student schools only need documentation necessary to establish the residency and age of a child, unless the child is eligible to enroll immediately in school without such documentation under the McKinney-Vento Act (see discussion of McKinney-Vento Act in Fact Sheet: Educational Services for Immigrant Students and Those Recently Arrived to the United States). Thus, unless the HHS forms presented by the child provide information necessary to assist with enrollment, e.g., information about a child’s identity, residency or age that is not otherwise available, schools need not maintain records of the HHS forms or other documents voluntarily presented by students. As discussed further in Questions B-1 through B-3 below, schools also need not maintain records of the HHS forms for purposes of determining eligibility for the immigrant program in Title III of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The relevant information needed for those purposes may be obtained in other ways.

A3. Do all unaccompanied children meet the definition of “refugees” for purposes of the HHS Refugee School Impact program?

No. U.S. law provides a specific definition of a “refugee” that does not necessarily apply to unaccompanied children who have been apprehended at the U.S. border. Although unaccompanied children may have forms
showing that they were temporarily in the care and custody of HHS’s Office of Refugee Resettlement, they are not consequently considered “refugees” under U.S. law. Thus, the number of unaccompanied children is not itself considered in the formula used to distribute the HHS Refugee School Impact program funds to states.

B. TITLE III OF THE ESEA – ENGLISH LANGUAGE ACQUISITION AND IMMIGRANT STUDENTS

B1. Under ESEA Title III, what funds may be available that can help educate immigrant students?

There are two programs under ESEA Title III that may be available to help educate immigrant students once they are enrolled in school. First, many school districts receive formula subgrants under Title III, Part A (English Language Acquisition and Language Enhancement) for helping limited English proficient students (also known as English Learners or ELs) attain English proficiency and develop high levels of academic attainment in English. The English Language Acquisition subgrants are used by school districts to supplement their basic services for English Learners. Basic services for English Learners are designed to meet the district’s civil rights obligation to enable English Learners to meaningfully participate in the district’s educational programs. Second, many school districts also receive Title III immigrant subgrants, which are described in further detail in the Fact Sheet: Educational Services for Immigrant Students and Those Recently Arrived to the United States under the heading “English Language Acquisition Programs.” Additional information about Title III is available here and here.

B2. What information is needed to determine whether students are “immigrants” for purposes of the Title III immigrant children and youth program?

Section 3301(6) of Title III of the ESEA defines immigrant children and youths as individuals who:

- are aged 3 through 21;
- were not born in any State (defined as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more States for more than 3 full academic years. The months need not be consecutive.

For example, if a student was enrolled in a school in the United States three years ago from January through April (four months), left school to return to his native country, returned two years later to attend a different school in the United States for one month, left school again, and has now returned, for Title III purposes the student would be deemed to have been enrolled in schools in the United States for a cumulative total of five months.

Thus, information about a student’s date of birth, place of birth, and prior school enrollment would provide sufficient information to determine if a student meets the definition of immigrant children and youth under Title III.

B3. How should districts collect data for purposes of determining Title III immigrant children and youth program eligibility and providing information for within-state allocations under Title III?

To determine whether or not a student meets the Title III definition of an immigrant child and youth, a school and/or district should not ask about a student, parent, guardian, or sponsor’s citizenship or immigration status or date of entry into the United States. Such information has no bearing on whether or not the student meets the
definition of immigrant child or youth for Title III purposes, and may create a chilling effect that could discourage students and families from enrolling in school.

Rather, for purposes of determining if a student meets the definition of immigrant children and youth under Title III, a school should request only information about a student’s date of birth, place of birth, and prior school enrollment.

- First, in seeking such information, the school and/or district should note in writing that providing the information is not required and that the requested information will only be used to determine whether the child may be eligible for programs offered in the district that provide enhanced instructional opportunities for immigrant children and youth.

- Second, the school and/or district should determine whether a student meets the first two criteria of the definition of immigrant child or youth (confirming age and birth outside the United States). In collecting such information, schools and/or districts should pose the same question of all students and ensure that the information is not used to discriminate against students in any way.

- Finally, only after determining that a student meets the initial criteria for Title III eligibility should the school and/or district then ask questions to determine the total cumulative number of months that the student has attended schools in the United States.

C. ADDITIONAL INFORMATION AND TECHNICAL ASSISTANCE

C1. Is there a place to get more information or technical assistance about best practices and legal requirements on enrollment procedures?

Yes.

- For specific questions about ESEA Title III, LEAs should contact their State program office. SEAs should contact the program officer at the U.S. Department of Education who has been assigned as their state contact.

- For questions on research or approaches to support English Learners, please visit the Center for English Language Acquisition website here.

- For additional technical assistance regarding guidance issued by the Departments of Justice and Education reminding school districts of the legal requirements to ensure that enrollment procedures do not discriminate based on race, color, national origin, immigration, or citizenship status (DCL, Fact Sheet, and Questions and Answers), you may contact the Department of Education Office for Civil Rights (OCR) at (800) 421-3481 or ocr@ed.gov. You may also visit here for the OCR enforcement office that serves your area.

- For additional information about the HHS Refugee School Impact program, please contact HHS through Rezene Hagos, State Analyst, Division of Refugee Assistance, Phone: 202-205-8051, online here.

- For general information about equal access to public education, please visit OCR’s website at www.ed.gov/ocr.
C2. If a student or family requests help identifying legal services, are there available resources that can be shared?

Yes.

- For information about the U.S. Department of Justice’s (DOJ) Legal Orientation Program for Custodians (LOPC) of Unaccompanied Minors, please see:
  - [English Version](#).
  - [Spanish Version](#).

- For additional information about legal service organizations that provide free or low-cost immigration legal assistance and representation for non-detained children in immigration proceedings, please visit [here](#).

- For information from DOJ’s Executive Office of Immigration Review about free legal service providers in 30 states, please visit [here](#).

- For information about advocacy for minors with disabilities available through the National Disability Rights Network, please visit [here](#).

For an electronic version of this factsheet, please visit: [www.ed.gov/unaccompaniedchildren](http://www.ed.gov/unaccompaniedchildren)
February 6, 2018

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

FROM: Angélica Infante-Green

SUBJECT: Changes to the Reporting and Collection of Immigrant Student and Vaccination Data in New York State

The New York State Education Department (NYSED) annually collects the number of "immigrant children and youth" in New York State pursuant to Section 3201(5) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (see 20 USC §7011[5]), which defines immigrant children and youth as individuals who: are aged 3 through 21; were not born in any state\(^1\); and have not been attending school in any one or more States for more than three (3) full academic years (the months need not be consecutive). The information is used each year by NYSED to determine each local educational agency's (LEA's) eligibility and allocation for the Title III, Part A Immigrant Education program.

To facilitate the identification of immigrant children and youth, NYSED has in the past collected data on students’ date of entry into the United States and country of origin. NYSED has also collected information on students' vaccination dates for the NYS Student Identification System (NYSSIS). However, NYSED will stop the collection of these data elements going forward, as further explained below.

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\(^1\) Section 3201(13) of ESEA, as amended by ESSA, defines "state" as the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico (20 USC §7011[13]). Children born to US citizens abroad or outside the District of Columbia or Puerto Rico are considered immigrants under Title III.
Date of Entry into the United States

NYSED will cease collecting the data element date of entry into the United States. A United States Department of Education (USED) Fact Sheet on enrolling new immigrant students clarifies that ‘date of entry’ is not required to identify immigrant students under Title III. Districts are instructed, effective immediately, to cease collecting and reporting to NYSED data about students’ dates of entry into the United States.² Prior school enrollment (including the length of time within the United States school system) will be used in lieu of ‘date of entry’ to facilitate NYS’s immigrant student count under Title III. Districts already collect data on students’ prior school enrollment, so this does not require a change in current data collection and reporting practices.

Country of Origin

In the past, NYSED has also collected country of origin data to help determine the number of immigrant students in New York State for Title III purposes. In reviewing the USED Fact Sheet guidance, we have determined that the collection of this data element is not necessary for Title III purposes. As a result, NYSED will cease collecting data about students’ countries of origin. Districts are instructed, effective immediately, to cease collecting and reporting to NYSED data about students’ countries of origin.³

Immunization Date for First Polio Vaccination

NYSED’s practice of collecting data related to a student’s first polio vaccination date has also been reviewed, and it has been determined that this data will also no longer be collected. This data had been collected for the New York State Student Identification System (NYSSIS) matching purposes and is now considered unnecessary for accurate identification of students in NYSSIS. Districts are instructed, effective immediately, to cease reporting to NYSED data about students’ immunization date for first polio vaccination. Additional information on NYSSIS can be found at http://www.p12.nysed.gov/irs/nyssis/home.html.

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² SED will revise its Student Information Repository System (SIRS) Manual to remove the code for “Date of Entry into United States”.
³ SED will revise its Student Information Repository System (SIRS) Manual to remove the code for “Country of Origin”.
Right of Undocumented Children to Public Education

In 2017, NYSED joined with the New York State Office of the Attorney General to issue guidance reiterating the right of undocumented children to a public education and to remind LEAs of NYSED regulations prohibiting districts from asking questions relating to, or which may reveal immigration status, prior to enrollment. This guidance can be found here: http://www.nysed.gov/common/nysed/files/oag-sed-letter-ice-2-27-17.pdf.