CIO Meeting

State Reporting
Data Analysis and Curriculum Reporting
Test Scoring
June 2019

CIO Meeting
SIRS/Data Warehousing
Test Scoring
– Prepared/Presented by –

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Loading Schedule

**Monday thru Thursday:**
- Data Sent to DW L1 by 2:30 PM will
  - display in L1 Reports *the following day*
  - display in L2RPT Reports *Monday AM*

**Friday:**
- Data Sent to DW L1 by 2:30 PM will
  - display in L1 Reports the *following day (Monday)*
  - will display in L2RPT Reports *a week from Monday AM*
Contacting Us:

- Please check Level 0 and Level 1 before calling us with issues
- Please check L0 loading times for each domain loaded

Please do not send PII data through email!!

We cannot accept:

- Emails with student names, addresses or other identifying information
- Emails with teacher names, addresses or other identifying information
- Send only student or teacher IDs

If we receive data with PII, we must delete it immediately.

If you must send us PII, please place file in your SFTP site https://ftp.s2.lhric.org and send us an email that indicates where in the SFTP site it is located.
Final Data and Time for Loading 2018-19 Data: Thursday, August 15 at 2:30 PM

ServiceNow is Now!

- It is extremely difficult for LHRIC Data Services staff to keep up with all incidents, errors, questions, concerns with email and phone
- ServiceNow will help both the districts and LHRIC to resolve issues quickly and prevent any problems from “falling through the cracks”
- We plan on implementing ServiceNow starting in the summer with full implementation in the fall.
- We know that some of you are presently utilizing ServiceNow
- We will be providing training through online videos and documentation.
- We will work with you to make sure the correct people in your district have login credentials
Need NYSSIS IDs? New Verification Report

1.0.0 Demographics: Student State ID Download
2018-19 School Year

Report Description:
This report generates the roll file with Students and their State Assigned ID. These Students have current Enrollment records. Students without State IDs are not displayed. It takes up to 2 business days after first lost or new student to be assigned with State ID in Level 1.

Disclaimer:
Discrepancies may occur if LADEC Level 1 DDI has not renewed a valid Student Demographics and Enrollment data.

Select a School:
All SChools

Select a Grade Level:
All Grades
Dashboards are Coming!

- We will be using the Report Committee as a working session to view and assess prototype dashboards created in Cognos Analytics and other tools.
- Dashboards will be based on the educational role of the user.
- Dashboards will be customizable.
- Dashboards will be dynamic.
- We will be providing training on creating and changing dashboards during the 2019-2020 school year.
<table>
<thead>
<tr>
<th>TEST NAME</th>
<th>SCORE</th>
<th>Regional Avg Score</th>
<th>Total Possible Points</th>
<th>Reg %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 ELA - W</td>
<td>10 116 13 6</td>
<td>0</td>
<td>25</td>
<td>68.10%</td>
</tr>
<tr>
<td>Grade 4 ELA - W</td>
<td>13 202 33 32 11 7</td>
<td>50</td>
<td>25</td>
<td>53.10%</td>
</tr>
<tr>
<td>Grade 5 ELA - W</td>
<td>11 205 16 51 11 25</td>
<td>50</td>
<td>25</td>
<td>53.60%</td>
</tr>
<tr>
<td>Grade 6 ELA - W</td>
<td>13 969 18 1 15 7</td>
<td>50</td>
<td>25</td>
<td>63.20%</td>
</tr>
<tr>
<td>Grade 7 ELA - W</td>
<td>13 916 667 14 79</td>
<td>50</td>
<td>25</td>
<td>67.10%</td>
</tr>
<tr>
<td>Grade 8 ELA - W</td>
<td>14 951 632 13 60</td>
<td>50</td>
<td>25</td>
<td>71.30%</td>
</tr>
</tbody>
</table>

**Writing Reg %**

**Reading Reg %**
3-8 Preliminary Reports and Released Questions

We have final files
We received the go-ahead last night!

<table>
<thead>
<tr>
<th>Standard</th>
<th>% of Questions (#)</th>
<th>Strand</th>
<th>Question</th>
<th>Building Success Rate (# of Students: 141)</th>
<th>Question Gap</th>
<th>District Success Rate (# of Students: 141)</th>
<th>BOCES Success Rate (# of Students: 5,785)</th>
<th>Regional Success Rate (# of Students: 10,984)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</td>
<td>15% (5)</td>
<td>Reading - Literature</td>
<td>MC05</td>
<td>62%</td>
<td>4%</td>
<td>62%</td>
<td>59%</td>
<td>56%</td>
</tr>
<tr>
<td>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
<td>12% (4)</td>
<td>Reading - Literature</td>
<td>MC02</td>
<td>94%</td>
<td>1%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
<td>9% (3)</td>
<td>Reading - Informational Text</td>
<td>MC26</td>
<td>82%</td>
<td>11%</td>
<td>82%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, further development in a sequence)</td>
<td>9% (3)</td>
<td>Reading - Informational Text</td>
<td>MC20</td>
<td>60%</td>
<td>11%</td>
<td>66%</td>
<td>56%</td>
<td>55%</td>
</tr>
</tbody>
</table>
Notes for Preliminary Reports:

- These are raw score reports with no scale scores or performance levels.
- Common Score skills are associated with every question (except field test questions).
- We will be providing links in the reports to the released questions in the next few weeks.

Please be aware that not all data is available for these preliminary reports. For example, a student who refused one booklet (partial refusal) will not be represented in these reports but will be once all data is processed.

The test records for students who encountered significant technical difficulties during the operational administration of computer-based testing (CBT) English Language Arts (ELA) were not included in the instructional data files. These students comprise about 2% of the students statewide who participated in ELA Tests with CBT. Those students whose test sessions had to go through the Questar response recovery process as well as any students that encountered significant technical difficulties while testing on computer during CBT ELA have been removed from the instructional data files. Questar and NYSED are working together to analyze those students’ test sessions and will provide more details once this analysis is complete. NYSED is focusing its efforts on analysis to determine if fair and valid scores can be derived for those students who encountered technical difficulties during operational CBT ELA.

<table>
<thead>
<tr>
<th>Building:</th>
<th>Tested Students: 130</th>
<th># of MC Questions: 25</th>
<th>Average Correct: 16.64</th>
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<table>
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<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Total Score</th>
<th>Max Score</th>
<th>Language</th>
<th>MC13</th>
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Released Questions and Instructional Reports

- 75 percent of the questions from the 2019 Grades 3-8 English Language Arts (ELA) and Mathematics Tests that counted toward student scores are now posted online at EngageNY.org.

- 100 percent of the constructed-response questions have also been released.
3-8 Exam Update

ELA 3-8
- Final Straggler date was 6/6. Any changes from this point on will need to be manually done via the summer cleanup process through level 0 historical

Math 3-8
- Final Straggler date 7/4
- We are analyzing our verification reports to figure out any outstanding issues that we will be in contact with if it hasn’t been done already.

NYSESLAT K-12
- We plan to export data to Level 1 next week.
- First data deadline for us is next Thursday June 23rd.
- Final straggler date 7/11

Science 4 & 8
- We will begin processing exams as soon as we receive the ability in our Testing Software. We will try to put a priority on the 8th grade to get the scores into level 1 as quickly as we can as we know you want to use them however Regents is next week as well as our NYSESLAT 85% file.
NYSITELL Update

• We released NYSITELL Level I Kindergarten scores in the level 1 Reports along side the other levels.

• Remember that the kindergarten students starting in 2019-20 should not be loaded into the current school year in order to see scores. They will still show up in the current reports with their student ID only (Names will appear if we printed your sheets from a sorting layout file)

• In the fall we will load the fact and response data for the Level I kindergarten students to level 1 and the names should appear on next year’s reports as you load the students into the data warehouse.

• Just like with regents if you scanned an answer sheet with an incorrect Student ID or gave a student the wrong level exam answer sheet or reported an incorrect test date that caused the school year to be incorrect and need to correct it / rescan it, we need to know in order to remove the bad record from level 1. Please email lhrictesting@lhric.org with the record to delete:
  • Include Subject: “Delete NYSITELL Record -” (District Name)
  • School Year (17-18) or for NYSITELL Level I only (18-19)
  • Exam ie. NYSITELL Level VI
  • Student ID to remove
  • quick note asking us to delete the record from Level 1

Parent Report Printing, Mailing & Web Hosting

• Teni is working with districts to get address files / cover letters approved for those who are participating in the printing / mailing

• She is also working with the new districts who signed up for web hosting through parent portals

• if you have not signed up for either service but would like to please email todama@Lhric.org to get a proposal if you cannot find the one we already sent
Regents Assessments

June 2019

- Regents Exam administration (June 3, 18 - 25)
  - Global History II Exam (administered 6/3)
    - Please note that scores will not display on the L1 In-District Scoring Reports until SED releases the conversion chart (by the week of June 24th).
    - The districts in the score collection project will get files from SED’s vendor the week of June 24th with scores.

- 06/28 – Answer sheets due to the LHRIC for scanning - post process ONLY.
  - We request that in-district scanning districts complete scoring/scanning all exam by this date

- 07/11 – @ 2:30pm Last district load of Regents scores (Assessment Fact) to L0-L1 DW for principal evaluation growth score calculations. (Data is due to SED on 07/11)
  - Districts MUST load scores to Level 0-Level 1. LHRIC does NOT load scores for state reporting.
  - LHRIC will load the Assessment Responses and accommodations

- Please review the following L1 discrepancy reports after loading scores
  - 4.4.0 Assessments: Assessment with no valid enrollment
  - 4.14.1 Assessments: Students missing Assessment Fact records
  - 4.14.2 Assessments: Students missing Assessment Response records
  - 4.16.1 Assessments: Regents Reported by Out of District Provider - Missing or Different Score

Regents Assessments

August 2019

- 06/28 - Please email lhrictesting@lhric.org to update the August Regents Testing Coordinator contact if needed.
- We will be sending out information for August testing in the following weeks.

- Schools districts testing students from other districts:
  - Per SED/OSA- Testing site administrator MUST receive written permission from the home school principal before being admitted to a State exam. – The test site administrator must retain the written permission from the home school administrator for a minimum of one year from the date of testing.
  - Please make sure that you obtain the student’s home district codes: district code, location code and local student ID for all student being tested at your sites.

- 07/12 – .CSV file for printing the August Regents will be due to LHRIC
  - .csv file must be in the Regents sorting layout with the last two fields populated with testing location information. (Same as August 2018). The template has been posted on www.lhric.org/Regents
  - This will allow for both, the Home District as well as the testing location to see the calculated scores for the students tested in the L1 reports before the opening of the 18-19 DW

- 08/13 to 08/14 - Administration of the August Regents Exams
As was the case last year, NYSED will allow no exceptions to the final deadline for reporting all end of year data to SIRS for 2018-19.

This includes no exceptions for technical issues that could arise at LHRIC, therefore we are setting an earlier deadline of Thursday, August 15th, 2019 @ 2:30 pm as the last day to load 2018-19 SIRS data to L1.

*Special Ed VR's 11, 12 & 14 (Special Ed Events) and Staff Evaluation Rating data have later deadlines and will be the only 2018-19 data that can be loaded after the deadline.

*All demographics, enrollment and program services needed for SpEvents AND Staff Snapshot needed for Staff Eval cannot be updated past 8/15!
2018-19 SIRS Timeline

Thursday June 13th - Staff Student Course (TSDL) / Staff Assignment due for teachers and principal growth score calculations

June 21st - TSDL/Staff Assignment data Certification form signed by Supt due on portal.nysed.gov (IRS Data Exchange area) TSDL Certification form available Friday 6/14/19

June 2019 - Out of Cert reports generated. TAA unlocked for corrections.
July 2019 - All forms corrected/certified TAA closes
August 2019 - Final Out of Cert Reports

July 11th – All Regents due to L1

2018-19 EOY Data Submission Schedule

Out of Certification Reports – June

2018-19 Out of Certification reports will be re-posted to the portal early next week

- This report should be reviewed by all districts, BOCES and charter schools
- Certification is based on the assignments teachers selected on their ePMF forms and a match with the certifications they have on file with TEACH as of BEDS Day.
- If all teachers were found to be certified, your district will not receive a report
- Corrections to the PMF data must be made in each teacher ePMF form by administrators with entitlements to TAA/TSRV/PMF https://eservices.nysed.gov/taa/
- When final, these data will be used in NYS Report Cards (turn-over rate) and federal reporting purposes.
- For questions about Teacher Certifications please contact datasupport@nysed.gov with "Teacher Out of Certification Reports" in the header. Please identify the teacher and assignment in question so staff can research the issue and respond.
Once all ePMF forms have been updated and are in a "Submitted" status, the Supt can lock all forms by certifying once again in TAA.

Corrections can be made in each ePMF form by administrators with SEDDAS entitlement to TAA/TSRV/PMF.


- Gives guidance on how to correct ePMF forms—"Uncertify PMFs" button
- Specific guidance for Charter Schools and the exemptions allowed
- Defines the different codes you’ll encounter on the Out of Cert reports
  - "None": No valid teaching cert on file
  - "C": Lacks specific subject area certification
  - "Not Certified": Possible incorrect assignment code reported

Starting in 2006-07, Highly Qualified (HQ) is discontinued as it is not required under the Federal Every Student Succeeds Act (ESSA). Charter school teachers must be licensed and certified only as required by applicable State law, including the State’s charter school line.

Out of Certification Reports
EOY Staff Data Collection

Staff Tenure: Report tenure for teachers and principals only! Load to L0 now-August

- **Do Not** report for guidance counselors, Asst. Principals.
- Tenure area code must match the Position Title in 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

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EOY Staff Data Collection

- **L1 Report** →
  - 23.0.0- Staff Tenure Summary

- **L2 Report** →
  - SIRS - 322 Staff Tenure Verification Report
Staff Attendance/loader to L0 now-August

- 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.

*NYSED guidance* - If teachers are out on leave for an entire year, no need to report Staff Attendance records.

**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>
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<td>P</td>
<td>Personal Leave</td>
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<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.

**SIRS-324- Staff Attendance Report**

New York State Education Department

Staff Attendance Summary Report
Data Contained in the Student Information Repository System
EOY Tasks: Reporting Graduates

Graduate Coding Reminders

- All HS Graduates and Completers need the following:

  **IN DEMOGRAPHICS:**
  - Diploma Type code
  - Post Grad Plan
  - Career Path Code

  **IN ENROLLMENT:**
  - Reason for Ending Enrollment code:
    - 799 - Regents or local Diploma
    - 0065 - (for P-Tech students only) Fulfilled HS Grad Req for Extended Integrated HS Program
    - 085 - Earned commencement credential;
    - 629 - Previously earned commencement credential or IEP
    - 816 - Earned GED
  - an Enrollment Exit Date in either August, January or June of this academic year
Graduate Coding Reminders

For students **earning a CDOS Credential**:

**In Programs Fact:**
- Report Program Service Code: **8271 - CDOS Credential Eligible Coursework**
- If Report Program Service Exit Reason Code:
  - Use code 700 if the student receives CDOS Credential
  - Use code 701 if the student leaves the program w/out receiving credential

**NOTE:** If the student earns a CDOS credential **as a supplement to** a Regents/local diploma-
report the higher level Regents/local diploma to count the student as a graduate.

**In Student Lite:** Credential Type Code: Regents/Local diploma code / Post Grad Plan: XX / Career Pathway: HUM (if passed both Social Studies)

**In Enrollment:** Enrollment exit record: 799

**In Programs Fact:** Program Service record: 8271 - exit reason code - 700- received CDOS credential

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Graduate Coding Reminders

- If the student earns a CDOS credential **as a standalone credential**:

  **Report:**
  - In Student Lite: Credential Type Code: 119- CDOS / Post Grad Plan: XX / Career Pathway: NONE
  - In Enrollment: Enrollment exit record: 085- earned commencement credential
  - In Programs Fact: Program Service record: 8271- exit reason code - 700- received CDOS credential

- If the student earns a **Skills and Achievement Credential** (NYSAA Students Only):

  **Report:**
  - In Student Lite: Credential Type Code: 136- SACC / Post Grad Plan: XX / Career Pathway: NONE
  - In Enrollment: Enrollment exit record: 085- earned commencement credential

- If the student **earns a GED**:

  **Report:**
  - In Student Lite: Credential Type Code: 738- GED / Post Grad Plan: XX / Career Pathway: NONE
  - In Enrollment: Enrollment exit record: 816- Earned GED
L0- Quick Check - Credential Counts

New York State Education Dept. - Level 6

Elect. Import  Manual Input  L1-Data Prep. Reports  L0 Express  Admin  Log Off

User Account: Domain Account (Username). Current Password Expired on 10/16/2019

Current # of users logged on: 1                   View All Users
District:                                       School Year:            School Year Ending 2019-06-30

Enrollment Report Choices:
- Dist. Import Error (Error Rpt #1)
- Dist. Summary
- Dist. Report Analysis
- Dist. School Summary
- Dist. School Report
- District Reports
- Dist. Upload Log Data
- Import Log
- Dist. Upload Rpt Data
- Dist. Import Error (Error Rpt #2)
- Vertify Rpt.
- Graduates (Error Rpt #1)
- Credential Counts
- Unlock History
- Import Message Log

Counts for District:  > 5% difference between years

Description/Code                       Prior Year Count  Current Year Count
- Total students enrolled or local citizens (755)  456  456
- Earned commencement credential (665)  4  4
- Previously commencement credential or IEP (629)  0  0
- Earned high school dipl., eq. diploma - CS/CT (615)  0  0
- Partial HS Credit for Extended Integrated HS Program (6065)  0  0

Graduation Requirements Resources


Multiple Pathways

Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The regulations approved in 2010 and 2013 require that students take a minimum of 37.5 hours of academic classes in English language arts, mathematics, sciences, and social studies and complete a career-focused pathway to meet the minimum assessment requirements for graduation.

FAQ’s/Memos/Approved Assessments

Multiple Pathways Frequently Asked Questions

Updated March 2019

At the January and March 2019 Regents meetings, the Board of Regents approved regulatory amendments to provide additional pathways to graduation. These regulatory provisions allow students to meet the assessment requirements for earning a diploma using one of 11 assessment options:

- January 2019 Regents Act
- March 2019 Regents Act

In March 2019, the Board amended the Act to include the CTE pathway. The March 2019 Act added the provisions for the CTE pathway. This amendment adds options for students who are not in the CTE pathway but may have already completed the CTE pathway.

Students who entered grade nine in September 2010 and thereafter, who are otherwise eligible to graduate in June 2010 or thereafter, have the following options in addition to meeting the assessment requirements relating to Regents or local districts.

- 10th Grade Regents exams for the Department Approved Alternative 11th and 12th grade students.
- Completion of approved assessment in the arts or a department-approved alternative.
- Completion of 3 credits in English language other than English.
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Graduation Resources

Career Path Codes - General Guidance

- SIRS Manual guidance:
- If the Student passed both Social Studies Regents exams - the student should be reported Career Path = 'HUM' even if the student passed add'l Regents exams
- Career Path must be populated for all students earning credential or diploma
- A Career Path Code of 'NONE' is to be used for GED/CDOS/SAC Credentials only.
  - Credential Codes 738, 085, 119 or 136
L1 Report Reminders: 7.1 Assessment Progress Toward Graduation Report

- Reminder - this report can be run by Grade level - Cohort Year or by Counselor or by Student Group below

SIRS 340 - Grad Exam Requirements Report

- This report was created for informational purposes only. It uses only demographic and certain assessment data and does not consider credits earned or coursework
- Has an updated Report Guide and now includes alternates to the Regents
- New Assessment Codes were created specifically to populate this report and are used as indicators to help project diploma type
Regents Appeal

Appeal to Graduate with a Lower Score on Regents:
- Passing course avg in subject under appeal and
  - Taken the exam under appeal 2 times and scored 60-64 on one
- 52-54 for SWD/Local Diploma
- 55-59 for ELL's (ELA Regents)/Local Dip
- Students granted 1 appeal graduate with a Regents diploma
- 2 appeals earn a local diploma
- Report actual assessment scores earned in SIRS
- Appeals must be reported to NYSED via an Appeals Form
- Districts report appeals information in the Fall in BEDS online form


Regents Assessment Appeal (Excel download)

- For students who may qualify for an appeal run L1 Verification Report: 7.3.0 Graduation:
  Regents Assessment Appeal

![Image of L1 Verification Report]
2018-19 EOY Reporting Requirements Update - P-Tech

▪ EOY Reporting for P-Tech programs:
  ▪ Cohort I students are currently in their fifth year of the program
  ▪ Cohort II students are in their fourth year of the program and should be graduating
  ▪ P-Tech students must remain enrolled in their attending school throughout the duration of the program
    • Districts need to know from Rockland BOCES:
      ▪ Which students attend the P-Tech program
      ▪ What year of the program the students are in-
      ▪ Whether the students will be continuing the program the following year / who exited P-Tech w/out completing

2018-19 EOY P-Tech Reporting Reminders

*Program Service record with code- 4026- NYS P-Tech
  ▪ Program Duration field report the # of years student is in the program (1-6) no duration greater than 5 allowed this year
  ▪ From SIRS Manual: If the student is in year 5 or year 6 of the program and doesn’t have a P-Tech program service code, the student will display as “still enrolled” in the cohort reports and no longer count as a graduate.

For Cohort II graduates, report the following:
  ▪ Enrollment exit code 0065, diploma, post grad plan, career pathway the year in which they fulfill the requirements of the Regents diploma & plan to continue in the program

*Important for to note:
End of Year rollover - if the students will be continuing in the P-Tech program after graduation, they will need to roll into 19-20 as a grade12 student with a 0011 enroll code in the home district.
SIRS 401 - Reasonableness Report - The Reasonableness Report is a “red flag” report that is designed to identify significant changes between data from year to year.

Important:

Run this report for ALL LOCATIONS as opposed to the District Enrollment Entry - Check to ensure you have all 0011, 4034, 5654, 0055 etc. reported Enrollment Exit / Credentials / Past Grad Plans - check all of your June graduation data has loaded

Programs - a good check to ensure you’re not missing a category of programs

*Note: FRPL data not included in this report

Note: certain program types displayed on this report are calculated by SED (not provided by the district) i.e., 0351-Former SWD, 0232-Former ELL, 0233-Ever ELL

Refreshed daily if data are loaded by 2:30pm Monday - Thursday
Non-Public Schools Graduation Data Reporting Reminder

- Nonpublic schools that award Regents diplomas, local diplomas that conform to Commissioner’s Regulations on local diplomas, CDOS and/or Skills & Achievement Commencement Credentials are required to report in SIRS.

- Nonpublic Schools must report all other required graduation data - i.e., post secondary plans, career paths of graduates in SIRS.

- Data reported through SIRS are used for nonpublic reports and mandated services. Failure to submit data may delay reimbursement.

- **NOTE:** Non-pubs are responsible for reporting non-CSE placed student assessment and graduation results only. CSE placed students are the reporting responsibility of the home district.

- Information on these changes have been documented by NYSED:


Other EOY Tasks

![Image of a person multitasking with different icons around them]

- ...
CTE Program / Assessment Data Downloads

- In mid July, download CTE and Assessment data for students that attend Boces Career Tech programs in SW and PNW Boces:
  - 1.2 CTE Program Fact Download
  - 2.2 CTE Assessment Fact Download

- Import the files back into L0 and ‘Check All’ when performing Data prep to load back to L1

- 2 reports review the data:
  - L1 Report- 3.0.0- Program Services Summary/Drill Down- CTE
  - 2.1 CTE Assessment fact
    - Note: the CTE Assessment Fact report will be blank until you load your data back through L0

2018-19 School Year -- Multi-Subject Reports, Click on the -- CTE folder

EOY- Student Daily Attendance Reporting Reminder

Student Daily Attendance is required reporting for Districts and BOCES to populate the Chronic Absenteeism Reports in L2

- Chronic Absenteeism and Out of School Suspensions are used in ESSA and are required to be verified

- Review Attendance Codes mapping in your SIS/L0 to ensure In-school-suspensions and Out of school suspensions equate to ISS/OSS state codes and not absences.

- Ensure school affiliated absence from class such as nurse visits or field trips do not equate to a daily absence.

- Report daily attendance and suspensions for In-District Buildings only- no OOD.

Required extracts to populate L2RPT
- Attendance Codes (Student)- load into L0 Express
- Day Calendar
- Student Daily Attendance
Student Class Grade Detail

- **NEW for 2018-2019**: Dual/concurrent credit code must be provided for students reported with a “Y” in the dual/concurrent credit indicator field (Student Class Entry Exit template). (BOCES, COLLEGE, OTHDST, INDST, OTHER)

- Will be used in ESSA accountability as the source of student enrollment in advanced dual/credit course work (CCCR Indicator)

- Report P/F/N in Class Detail Outcome for all elementary/middle/high school courses

- □ Credits Attempted/Credits Earned: report for all secondary level courses

---

Graduation Reporting Reminder - NYS Seal of Biliteracy


- The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English

- Report program service code **8312 - Received Seal of Biliteracy** in the year the student earns a Regents diploma even if the criteria for NYSSB were met in a prior year.

- Students who earn a Regents diploma and a Seal of Biliteracy are included with a 2.0 weighting in SIRS 108 College, Career, and Civic Readiness accountability report
Districts are required to report all AP/IB course and assessment data.

As per ESSA Requirements: NYS will use College, Career and Civic readiness as a measure of success.

This will be measured by diplomas, credentials, advanced course credits and enrollment (i.e., AP, IB courses) and CTE certifications.
New Reports to Certify
SIRS -111-School Year Suspension Accountability Report

SIRS 321-Student Class Grade Detail- Credits Attempted / Credits Earned

SIRS-330- Student Class/ Course Instructor Summary- focus on AP, IB courses, Dual Credit students

EOY Submission Schedule -Special Ed Reporting- attached

Data due August 15th at 2:30PM
Certification due August 26th

Data due September 19th at 2:30PM
Certification due September 23rd
Reference Guide for Special Ed Reporting - EOY

<table>
<thead>
<tr>
<th>Indicator</th>
<th>VR Report in PD System</th>
<th>What is it? Which Extract?</th>
<th>Who? When in L0?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Report of CPSE for whom the school district who were provided CPSE services for any length of time during the 2017-18 school year. (CPSE only). Year End Snapshot extract (IEP Direct).</td>
<td>All Districts Due 8/15/19</td>
</tr>
<tr>
<td></td>
<td>VR - 13</td>
<td>Identifies initial referrals for parentally placed school-age students in nonpublic elementary and secondary schools (CSE only). Special Ed Events extract (IEP Direct).</td>
<td>All Districts with nonpublic schools Due 9/19/19</td>
</tr>
<tr>
<td></td>
<td>VR - 16</td>
<td>Data are for school districts that used up to 15% of IDEA federal funds to provide CEIS during the 2015-16 or 2016-17 or 2017-18 school years. (CSE only). Programs Fact extract (SIS).</td>
<td>All Districts on the schedule must report CEIS data – <a href="http://www.p12.nysed.gov/sedcar/forms/vr/1617/html/verif16list.htm">http://www.p12.nysed.gov/sedcar/forms/vr/1617/html/verif16list.htm</a> Due 8/15/19</td>
</tr>
</tbody>
</table>

**VR-16- Coordinated Early Intervening Services**

- **CEIS funding benefits school-age Generalized students**
- **SPED dept will know how these funds were allocated and should identify the students who benefitted from CEIS funding.**
- **The year shown in this table is the year CEIS funds were allocated therefore Districts in this list must submit program service 5753- CEIS in the year(s) listed.**
- **5753- CEIS** Program service records should be entered into your SIS and extracted and loaded to L0
- **All districts listed must certify the VR 16 in the PD system**

Level 0 Dashboard Summary/ L1 Record Counts

- 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

- Be aware of counts of records at the End of year
- Before you load to L0 and L1 record your counts
- After you load from L0 to L1 review your counts in the L1 Record Counts report the following day

L1 Verification Report Summary/ M2L1C Errors

- Review Reports in the End of Year Verification and Assessment Verification columns
- Review M2L1C Error Reports – data on these reports will not move to L2
- Very Important to review and clear out before the deadline
UIAS Reminder!  SIRS 701- UIAS Summary Report

- UIAS Reports were created to ensure the proper use of enrollment and location codes on student records across NYS
- Public schools, charters and non-pubs should review
- Focus on Simultaneous enrollments, False dropouts, Disappearing students
  - If not corrected, these can all have a negative effect on accountability
- Districts need to work together in correcting and uploading data in a timely manner

Current Issues / Updates
Backmapping Update- 2018-19


- **NEW for 18-19**: Districts no longer need to identify the backmapping feeder school of their 3rd grade students on the student’s demographic record.
- **NYSED will be determining which students should be backmapped based on entry/exit enrollment records.**
- Backmapping Reports will be made available on the IRSP. These reports will be refreshed weekly on Mondays through August.

### 2018-19 Backmapping Schools

<table>
<thead>
<tr>
<th>District Name</th>
<th>State Location ID</th>
<th>Location Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREWSTER</td>
<td>480601060004</td>
<td>JOHN F KENNEDY ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>BYRAM HILLS</td>
<td>661201060002</td>
<td>COMAN HILL SCHOOL</td>
</tr>
<tr>
<td>EATONSCHESTER</td>
<td>669031030004</td>
<td>WAVERLY EARLY CHILDREN CENTER</td>
</tr>
<tr>
<td>ELMSFORD</td>
<td>660490920001</td>
<td>CARL L DIXON ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>GREENBURGH</td>
<td>660407060001</td>
<td>LEE F JACKSON SCHOOL</td>
</tr>
<tr>
<td>MT PLEASANT CENT</td>
<td>668081060003</td>
<td>HAWTHORNE ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>NATION</td>
<td>500108030002</td>
<td>GEORGE W MILLER ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>NEW RICHELLE</td>
<td>661100100001</td>
<td>HENRY BARNARD SCHOOL</td>
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<td>OSSINING</td>
<td>661401030001</td>
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<tr>
<td>PEESKILL</td>
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<td>RYE NECK</td>
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<td>DANIEL WARRA ELEMENTARY SCHOOL</td>
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<td>SOMERS</td>
<td>662101060002</td>
<td>PRIMROSE SCHOOL</td>
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<td>SOUTH ORANGECITY</td>
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<td>WILLIAM O SCHAFFER ELEMENTARY SCHOOL</td>
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<td>TARRYTOWN</td>
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<td>W L MORSE SCHOOL</td>
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<td>VALHALLA</td>
<td>660803030003</td>
<td>VIRGINIA ROAD ELEMENTARY SCHOOL</td>
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### School Safety and Educational Climate (SSEC) Collection

*Formerly VADIR/DASA*

- Applies to all public schools/districts, BOCES and charter schools—even if zero incidents are reported.
- Found in the IRS Data Exchange portion of the portal
  - [https://portal.nysed.gov/](https://portal.nysed.gov/)
- Data Collection Period via NYSED Portal beginning June 24th
- Schools who have been directed to submit early must submit SSEC data by July 10th
Title I Part A - Set Aside – Homeless Students

Program Service Code 0892, Title I – Part A: Homeless Students Served with Set-Aside Funds

May 2019 a reminder went out to all Title I Coordinators and McKinney-Vento liaisons about the mandated Title I Part A set-aside for students who are homeless.

All school districts that receive Title I funds must do a Title I, Part A set-aside for students in temporary housing.

- **Program Service Code 0892** should be used only for students who are homeless and received services using the Title I, Part A set-aside.

- For more information about how the set-aside funding can be used:

ESSA Update: Districts in Good Standing-2019-20 Consolidated Grant App

- **Office of Accountability memo-January 2019:**
  - Districts in Good Standing who have an accountability measure of Level 1 for any subgroup will have to participate in a needs assessment ‘survey’ Consolidated application.
  - 2019-20 Consolidated Application Level 1 Addendum
  - Found in the SED Monitoring and Performance section of the NYSED portal
  - Due August 31st

Any school that is not a CSI or TSI school, but has any accountability measure of Level 1 for any subgroup must conduct a needs assessment that identifies the achievement gaps between accountability subgroups within the school for that specific indicator, consider the root causes for the gaps, and delineate the resources and strategies that the district will use to support the school to address such gaps. The district must then identify as part of its subsequent Consolidated Application for ESSA-Funded Programs the additional resources that the district will provide to the school to assist it to increase performance on the accountability measure for the identified group(s). Additional information regarding this requirement will be provided later this school year.
ESSA Update- 1% Cap for NYSAA at the State Level

• Unlike NCLB, ESSA now places a State-level cap, rather than a cap for each district, on the total number of students assessed with an alternate assessment at 1.0 percent of the total number of students in the State who are assessed in the subject.

• There is no longer a need for districts to apply for permission to exceed the 1.0 percent threshold for students who take the NYSAA.

• NYSED will annually notify school districts that exceed the 1.0% cap that they are required to submit information justifying the need to assess more than 1.0 percent of their students with NYSAA.

• As part of the justification, school districts will be required to provide assurance to NYSED that CSEs are using Eligibility and Participation Criteria - NYSAA in determining if a student with a disability will participate in NYSAA.

• Justification form due June 30th, 2019


Important Due Dates/Timeline

June 2018- TBD- TAA reopens for corrections- Out of Certification Reports generated

• Thursday June 13th @ 2:30 pm- Final submission of 2018-19 Staff Student Course & Staff Assignment (principals) Data Due to L1. Used Teacher/Principal growth score calculation purposes.

• Friday June 21st- TSDL/Staff Assignment data Certification form due to NYSED – irs portal

• July 2018- TBD- Out of Certification Report deadline for Superintendents, Charter School Leaders, and Boces DS’s to “submit and certify” ePMF data
Important Due Dates/Timeline

- **Thursday July 11th @ 2:30 PM** – 2018-19 Regents Exam Extract for APPR
  - Final Submission **ALL 2018-19 Regents Exam Scores** (and approved alternatives)
  - Load Assessment fact to L0 for the following:
    - **August 2018, Jan 2019, June 2019** Regents exam scores to be used in principal evaluation growth score calculations.

- **Friday July 19th** Deadline for SSEC (VADIR) submission for all schools

- **Thursday August 15th – 2:30 pm**
  - 2018-19 **FINAL EOY SIRS Data due to L1** (including all SPED data except for Sped Events)

- **Friday 8/23** – 2018-19 Staff Evaluation Rating submission window opens

- **Monday August 26th** – Special Ed Certification due in PD system – VR13, 15, 16

- **Friday September 6th**– 2018-19 SIRS EOY Data Certification due
Implementation of APPR Plans for the 2018-19 School Year and Thereafter (memo attachment)

- On April 12, 2019, the governor signed Chapter 59 of the Laws of 2019, which amends Education Law section 3012-d.
- Although the statutory changes take effect immediately, until your school district or BOCES receives approval from the Department of a new APPR plan consistent with the amendment, you must continue to implement your currently approved APPR plan.
- See attached memorandum titled “Memo APPR 2019” for additional information.

The major change this year is that only one set of scores and ratings will be submitted for each educator – original or transition – not both. Last year transition teachers had 2 sets of score reported.

Who are transition teacher teachers/principals? Transition teachers/principals include:

- Grade 3 teachers
- Grade 4-8 ELA / Math teachers
- Principals of 3-8 and HS Principal
- ANY Teachers specified in your plan as using ELA / Math 3-8 in any way

What score is reported for Transition teachers/principals?

- TRANSITION score is defined in Task 2.10 of the approved plan as the ALTERNATE SLO
APPFR Summaries Posted

- Each district and BOCES received a summary of their approved APPR plan posted to the IRS portal – portal.nysed.gov

- The summaries are specific to each District/BOCES APPR plan and provides a description of the items that should be distributed to educators as their final staff evaluation and those that should be reported to SIRS

- These summaries were created by NYSED to assist in the distribution and submission of 2018-19 Staff Evaluation scores and ratings.
### EXAMINATION SCHEDULE: JUNE 2019

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

<table>
<thead>
<tr>
<th>June 3 MONDAY</th>
<th>June 18 TUESDAY</th>
<th>June 19 WEDNESDAY</th>
<th>June 20 THURSDAY</th>
<th>June 21 FRIDAY</th>
<th>June 24 MONDAY*</th>
<th>June 25 TUESDAY</th>
<th>June 26 WEDNESDAY</th>
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<td>9:15 a.m.</td>
<td>9:15 a.m.</td>
<td>9:15 a.m.</td>
<td>*World Language Assessment suggested date.</td>
<td>Physical Setting/Chemistry</td>
<td>RATING DAY</td>
</tr>
<tr>
<td>Global History &amp; Geography II (New Framework)*</td>
<td>U.S. History &amp; Government</td>
<td>English Language Arts</td>
<td>Transition Exam in Global History &amp; Geography</td>
<td>Geometry</td>
<td>*World Language Assessment suggested date.</td>
<td>Physical Setting/Chemistry</td>
<td></td>
</tr>
<tr>
<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>*World Language Assessment suggested date.</td>
<td>Physical Setting/Physics</td>
<td>Uniform Admission Deadlines</td>
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<tr>
<td>Living Environment</td>
<td>Algebra I</td>
<td>Physical Setting/Earth Science</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>*World Language Assessment suggested date.</td>
<td>Physical Setting/Physics</td>
<td>Morning Examinations: 10:00 a.m. Afternoon Examinations: 1:15 p.m.</td>
</tr>
</tbody>
</table>

* The Conversion Chart for this exam will be available no later than June 26, 2019.

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### AUGUST 2019 EXAMINATION SCHEDULE

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

<table>
<thead>
<tr>
<th>Tuesday August 13</th>
<th>Wednesday August 14</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
<td>8:30 a.m.</td>
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<tr>
<td>Algebra I</td>
<td>UB History &amp; Government</td>
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<tr>
<td>English Language Arts</td>
<td>Physical Setting/Earth Science</td>
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<tr>
<td>Physical Setting/Chemistry</td>
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<td>12:30 p.m.</td>
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<tr>
<td>Global History &amp; Geography II (New Framework)</td>
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<td>Living Environment</td>
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<tr>
<td>Algebra II</td>
<td>Algebra II</td>
</tr>
</tbody>
</table>

**Uniform Admission Deadlines**

Morning Examinations — 9:15 a.m. Afternoon Examinations — 1:15 p.m.
Upcoming CIO Meetings

- Friday, August 9, 2019  1:00PM
- Friday, October 4, 2019  1:00PM
- Friday, December 6, 2019  1:00PM

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Akila Sriram  asriram@lhric.org  X-3319
HAVE A MONSTROUS SUMMER!

Have Fun & Be Safe!
To: District Superintendents of BOCES
Superintendents of Public Schools

From: Alexander Trikalinos

Date: May 28, 2019

Subject: Implementation of APPR Plans for the 2018-19 School Year and Thereafter

This memorandum provides information regarding:

1. Statutory changes to Annual Professional Performance Reviews (APPR) as a result of the enactment of Chapter 59 of the Laws of 2019; and
2. Closeout of APPRs for the 2018-19 school year.

Statutory Changes to APPR (Chapter 59 of the Laws of 2019)

On April 12, 2019, Governor Andrew Cuomo signed Chapter 59 of the Laws of 2019, which amends Education Law §3012-d.

Status of Current APPR Plans and Next Steps

Although the statutory changes take effect immediately, until your school district or BOCES receives approval from the Department of a new APPR plan consistent with the requirements of Education Law §3012-d as amended by Chapter 59 of the Laws of 2019, you must continue to implement your currently approved APPR plan.

Over the coming months, the Department will work with stakeholders to develop regulations to implement the statutory changes in a manner that best supports teaching and learning. Upon approval by the Board of Regents of regulations to implement the changes to the evaluation system, the Department will develop tools and resources to support the field in creating and implementing these new systems consistent with statutory and regulatory requirements and best practices.

Once regulations are approved, the Department will develop and make available through the NYSED Business Portal the template for submission of new APPR plans. School districts and BOCES will receive notifications and periodic updates on this process from the Department.

Pursuant to the new Education Law §3012-d(16), the amendments shall not be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on April 12, 2019; provided, however, that the transition measures included in the approved APPR plan will

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1 During this time, school districts and BOCES must continue to implement all the measures in their approved APPR plans, including any SLOs based on teacher and course-specific results; principal and building-specific results; school- or program-wide group, team, or linked results; or district- or BOCES-wide results.
continue to be used in determining scores and ratings instead of the grades three through eight ELA and math State tests during the term of any existing CBAs and until entry into a new agreement.

For additional information regarding the statutory amendments, please see the May Board of Regents Item.

Closeout of 2018-19 School Year APPR

Although the statutory changes take effect immediately, the law requires that school districts and BOCES continue to implement their currently approved APPR plans until such time as they receive approval of their new APPR plans from the Commissioner; provided, however, that the transition measures included in the approved APPR plan will continue to be used in determining scores and ratings instead of the grades three through eight ELA and math State tests during the terms of any existing CBAs and until entry into a new agreement.²

Therefore, no changes are needed to implement your school district’s or BOCES’ currently approved APPR plan for the 2018-19 school year or any subsequent school year until such time as your school district or BOCES receives approval from the Commissioner of a new APPR plan consistent with the amended statutory and regulatory requirements.

Additional guidance will be forthcoming regarding data collecting and reporting for the 2018-19 school year, as well as for completing the annual Implementation Certification form.

Questions

Any questions regarding this memorandum or teacher and principal evaluation requirements for your school district or BOCES should be directed to the Office of Educator Quality and Professional Development via email (EducatorEval@nysed.gov) or phone (518-486-2573).

² During this time, school districts and BOCES must continue to implement all the measures in their approved APPR plans, including any SLOs based on teacher and course-specific results; principal and building-specific results; school- or program-wide group, team, or linked results; or district- or BOCES-wide results.
May 28, 2019

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

FROM: Kathleen R. DeCataldo, Esq.

SUBJECT: Timeline regarding submission of 2018-19 school year School Safety and Educational Climate (SSEC) incident counts

This memo includes important information about reporting School Safety and Educational Climate (SSEC) data. Please share this information with the Dignity Act Coordinator and other appropriate school and district staff.

Submission of 2018-19 SSEC Data

All public schools and districts, charter schools, and BOCES that were active for any period during the 2018-19 school year are required to submit data regarding School Safety and the Educational Climate to the New York State Education Department (NYSED) – even if zero incidents are reported. In addition, all relevant incidents that occurred during the summer months of 2018, including when summer school was in session, must be included when reporting the 2018-19 data.

Questions regarding the timeline for reporting or the data collected (i.e., questions regarding incident classification, responsibility for reporting, etc.) may be directed to the Office of Student Support Services at (518) 486-6090. Information and training materials related to revised incident reporting categories that were implemented during the 2017-18 school year are available on our website, and on the Dignity for All Students Act website.

Timeline for Reporting

<table>
<thead>
<tr>
<th>Category</th>
<th>SSEC Submission Due Date</th>
<th>Other Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools identified as Potentially Persistently Dangerous (PPD) for the 2018-19 school year and notified by letter on April 10, 2019</td>
<td>July 10, 2019</td>
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</tr>
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</table>
2. Schools designated as Persistently Dangerous (PD) for the 2018-19 school year | July 10, 2019 Parts 5 & 6 of Incident Reduction Plans (IRP)

3. All other public schools (including charter schools), public school districts, and BOCES | July 19, 2019 (School and district level SSEC forms)

The SSEC data are collected through an online reporting application, the IRS Data Exchange or “IDEx” that is accessed through the NYSED Application Business Portal (https://portal.nysed.gov/abp) and will be available to all school districts, public schools, including charter schools, and BOCES beginning on June 24, 2019. After the close of the 2018-19 school year data collection window, SSEC data may not be changed.

Additional information about the IDEx application is outlined in the step-by-step user guide to reporting SSEC data. For further assistance, please visit the help center and click on “School Safety and the Educational Climate.”

If you have difficulty accessing the online reporting form, please contact IRS at https://bedsvadirsupport.nysed.gov. Specific questions regarding SSEC reporting may be directed to the Office of Student Support Services at (518) 486-6090 or SSEC@nysed.gov.
This memo is to remind program staff about the mandated Title I, Part A set-aside for students who are homeless and to ensure that data about which homeless students benefit from the set-aside is entered into the student management system.

Background:

All students identified as homeless under the McKinney-Vento Act are eligible for services under Title I, Part A, even if they do not live in a Title I school attendance area or match the academic standards required of other children with Title I eligibility. Furthermore, all Local Educational Agencies (LEAs, including school districts, charter schools, and Special Act Districts) receiving Title I, Part A funds must reserve a portion of their Title I, Part A funds to provide services to students experiencing homelessness. Title I, Part A funds may be used to provide a wide variety of service to homeless students, including services that may not ordinarily be provided to other Title I students. For more information about using such funds, please see:

- New York State Education Department (NYSED or “the Department) guidance titled Title I, Part A: Homeless Set-Aside Guidance on Allowable and Unallowable Expenditures
- New York State TEACHS’ Frequently Asked Questions (use Jump To on right-hand side to navigate to Title I questions)
- The National Center for Homeless Education (NCHE)’s Title I Issue Brief

Program Service Code 0892, Title I – Part A: Homeless Students Served with Set-Aside Funds:

Starting with the 2018-19 school year, all LEAs must report on whether individual students experiencing homelessness have received services using Title I, Part A set-aside funds. This information is reported through the Student Information Repository System (SIRS) using Program Service Code 0892.

Please note that all students identified as homeless should be identified using Program Service Code 8262 to indicate their housing status. Program Service Code 0892 should additionally be used only for students who are homeless and received services using the Title I, Part A set-aside.
**How to use Program Service Code 0892:**

LEAs should use Program Service Code 0892 for any student experiencing homelessness who has received services fully or partially funded through the LEA’s Title I homeless set-aside. Examples include school supplies, clothing, per session tutoring, per session counseling, etc. If the McKinney-Vento Liaison’s salary is funded using Title I set-aside funding, LEAs may apply this program service code if the student (or their family) has had at least one conversation with the liaison and the liaison facilitated receipt of services or resources.

Please note that there are additional reporting requirements for students experiencing homelessness not described here. *For detailed information about data collection and reporting requirements for students experiencing homelessness*, please refer to the [NYSED SIRS Manual](#) and the [NYS-TEACHS Data Entry Guide for Students Experiencing Homelessness](#).

Any questions about the Title I, Part A set-aside or the new data collection procedures for Program Service Code 0892 may be directed to: Melanie Faby, Office of ESSA-Funded programs at 518-473-0295 or via email at [conappta@nysed.org](mailto:conappta@nysed.org) or NYS-TEACHS at 1-800-388-2014.
## VR 11-16 District Certification Schedule
### 2018-19

<table>
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<th>District</th>
<th>VR-13</th>
<th>VR-15</th>
<th>VR-16</th>
<th>VR-11</th>
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<td>VR 13 Cert</td>
<td>VR 15 Cert</td>
<td>VR 16 Cert</td>
<td>VR 13 Cert</td>
<td>VR 12 Cert</td>
<td>VR 14 Cert</td>
</tr>
</tbody>
</table>

Data due August 15th at 2:30PM
Certification due August 26th

Data due September 19th at 2:30PM
Certification due September 23rd

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