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

Final Data and Time for Loading 2017-18 Data: Thursday, August 16 at 2:30 PM
3-8 Preliminary Reports and Released Questions
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 two weeks.
- The released questions are available now in PDF booklet format here:
  

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.
### ELA Grade 3 - 4, Student Item Analysis

**4.1 Item Analysis - Multiple Choice**
- [ ] 2017-18 School Year

**4.2 Item Analysis - Open Ended**
- [ ] 2017-18 School Year

**4.4 Student Item Analysis**
- [ ] 2017-18 School Year

### Science Grade 4 and 8

**Name**
- [ ] 2017-18 School Year

**No entries.**

### NYSTELLA

**Name**
- [ ] 2017-18 School Year

**NYSTELLA Scanned Scores**
- [ ] 2017-18 School Year

**No entries.**

### NYSSLLAT

**Name**
- [ ] 2017-18 School Year

**No entries.**

### NYSSAA

**Name**
- [ ] 2017-18 School Year

**No entries.**

### Math Grade 3-8

**Name**
- [ ] 2017-18 School Year

**2. Building Benchmark (Curriculum) Analysis**
- [ ] 2017-18 School Year

**4. Student Item Analysis**
- [ ] 2017-18 School Year

**6. Data Download**
- [ ] 2017-18 School Year

### Regents

**Name**
- [ ] 2017-18 School Year

**1. Group/Sub-group (Demographic) Analysis**
- [ ] 2017-18 School Year

**2. Building Benchmark (Curriculum) Analysis**
- [ ] 2017-18 School Year

**4. Student Item Analysis**
- [ ] 2017-18 School Year

**6. Data Download**
- [ ] 2017-18 School Year

### Multi-Subject

**Name**
- [ ] 2017-18 School Year

**No entries.**

### Building: **Tested Students,** 130  **# of MC Questions,** 25  **Average Correct,** 16.64

| Student Name | Student ID | Total Score | Max Score | Language | MC03 | MC13 | MC14 | MC15 | MC16 | MC17 | MC18 | MC19 | MC20 | MC21 | MC22 | MC23 | MC24 | MC25 | MC26 |
|--------------|------------|-------------|-----------|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|              |            |             |           |          | 76%  | 54%  | 69%  | 65%  | 72%  | 70%  | 67%  | 55%  | 68%  | 69%  | 59%  | 77%  | 58%  | 66%  | 68%  | 56%  | 85%  | 78%  | 45%  |
| 15           | 25         | -           | -         | X       | X    | X    | X    | X    | -    | -    | X    | -    | -    | -    | -    | X    | -    | -    | -    | -    | -    | -    |
| 21           | 25         | -           | -         | X       | X    | -    | -    | X    | -    | X    | -    | X    | -    | -    | -    | X    | -    | -    | -    | -    | -    | -    |
| 10           | 25         | -           | X         | X       | X    | X    | X    | -    | -    | X    | -    | -    | X    | -    | -    | -    | X    | -    | -    | -    | -    | -    |
| 12           | 25         | -           | X         | -       | -    | X    | X    | X    | X    | X    | -    | -    | X    | -    | X    | -    | -    | X    | -    | -    | -    | -    |
| 18           | 25         | -           | X         | -       | -    | -    | -    | X    | -    | -    | X    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| 20           | 25         | X           | X         | -       | -    | X    | X    | X    | -    | -    | X    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| 16           | 25         | -           | X         | -       | -    | X    | -    | X    | X    | -    | -    | X    | -    | -    | -    | -    | X    | -    | -    | -    | -    | -    |
| 18           | 25         | X           | -         | -       | X    | -    | -    | X    | -    | X    | -    | X    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| 14           | 25         | -           | X         | X       | X    | -    | -    | X    | X    | -    | -    | X    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| 13           | 25         | -           | X         | -       | -    | X    | X    | X    | X    | X    | -    | X    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| 24           | 25         | -           | -         | -       | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| 16           | 25         | -           | X         | -       | -    | X    | X    | X    | -    | -    | X    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    |
### 4.2.1 Math Grade 3-8

#### Open Ended

**Math Grade 3-8 > 4. Student Item Analysis > 4.2 Item Analysis - Open Ended**

**Name:**

4.2.1 Math Grade 3-8 (Sorted alphabetically by Student Name)

**Regents**

- 7. In District Scanning Regents Score

**Multi-Subject**

- Name

No entries.

---

### Open Ended Results

**District:**

**Building:**

Tested Students: 144  # of Open Ended Questions: 10  Average Score: 15.60

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<tr>
<th>Student Name</th>
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<th>Total Score</th>
<th>Plan Score</th>
<th>Expressions and Equations</th>
<th>Ratios and Proportional Relationships</th>
<th>Geometry</th>
<th>The Number System</th>
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</table>
Released Questions and Instructional Reports

• 75 percent of the questions from the 2018 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
New York State Grades 3-8 Testing Program

Pineapple:

3. Select School in the Student Report Level, and select a Testing Window to see additional information populate based on your school selection.

4. Click on View files.

5. Selecting View files will open a new window in your Chrome browser to display ServicePoint, Questar’s reporting platform. Select Final Reports on the left toolbar to navigate to a pop-up menu to select School Reports.

Welcome to ServicePoint

6. The list of student response PDFs is displayed in alphabetical order by student's last name. Students will have a separate file for ELA and math (if applicable). The PDF can be printed on Ctrl + P or open the “print” feature, which allows the user to search for specific students to locate constructed response PDFs.

Please note: For a small number of students who experienced technical difficulties during computer-based ELA writing, constructed responses may not be available until after July 2, 2016. We will advise all principals when the constructed responses written by these students will be available for review via the hardcopy and ServicePoint.

If you need additional guidance or have any questions concerning accessing student constructed responses via QuestNet, please contact QuestNet’s Customer Support Center by phone at 866-987-2828, or by email at qn-34-help@questnet.com.

If you need to reset your password, you can use the “Forgot your password?” link on the QuestNet login page.

Complete documentation with a Quick Reference Guide can be found in CBT Resources on CBT Support.
Documentation: Accessing Student Constructed Responses for CBT 2018

Yesterday at 19:01

Principals and District Test Coordinators (DTCs) of schools and districts that administered the New York State Grades 3-8 English Language Arts (ELA) and/or Mathematics operational tests via computer can access their students’ responses to constructed response test questions on Nectera Admin.

As part of that administration, Questar Assessment Inc., has made the spring 2018 student constructed responses available in the Nectera Admin system for schools to accommodate any parent requests to review their students’ responses. Student responses from the spring 2017 administration will continue to be available for those schools that participated in last year’s computer-based testing (CBT) administration.

Attached is a Quick Reference Guide that you can use to navigate to your student’s constructed responses on Nectera Admin.

If you need additional guidance or have any questions concerning accessing student constructed responses via Nectera Admin, please contact Questar’s Customer Support Center by phone at 800-397-0970, or by email at ny.3-8-help@questar.com.

If you need to reset your password, you can use the “Forgot your password?” link on the Nectera Admin login page.

This information was sent directly to principals and DTCs and also posted in the Announcement section on CBT Support.

Accessing Student Offs for CBT 2018.pdf (803 KB)
4.4.1 Grade 4 Sci: Scale Student Item Analysis

Grouped by Building, Student Name, Standard, Performance Indicator

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 the official reports used for Accountability purposes.

Select an Assessment:
Grade 4 Science

<table>
<thead>
<tr>
<th>District</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Student Name</th>
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<th>Grade</th>
<th>Performance Level</th>
<th>Scale Score</th>
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<tr>
<th>Standard</th>
<th>Performance Indicator (Short Description)</th>
<th>Question</th>
<th>Student Answer</th>
<th>Correct Answer</th>
<th>Earned Points</th>
<th>Max Points</th>
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<td>T1.1.1.1 Engineering design is an iterative process involving modeling and optimization to develop technological solutions to problems with given constraints.</td>
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26. The diagram below shows an emperor penguin. Your body structures are labeled.

Which body structure helps the penguin stay warm as it dives into icy water?
A. beak
B. feathers
C. flippers
D. webbed feet

27. A body structure under a shark’s tail produces a liquid with a very bad odor. This odor helps the shark to
A. avoid predators
B. obtain food
C. make a shelter
D. regulate its body heat

Note: question 26 has only three choices.

28. Large birds have been eating small animals in an area. If all of the large birds die from a disease, the number of small animals in the area would probably
A. decrease
B. increase
C. remain the same

Grade 4 Science — Jay '14
ELA 3-8
• Final Straggler date 6/21

Math 3-8
• Final Straggler date 7/5
• Partial Exam score or Absent Email will go out to schools today or Monday morning to review the 59 total records across all public districts. The email will go to CIO and Testing Coordinators. Sorry but you will only have a short time to respond so please check the report as soon as you can.

NYSESLAT K-12
• Exported data to Level 1 yesterday.
• First data deadline for us is next Thursday June 23rd.
• Final straggler date 7/12

Science 4 & 8
• Deadline for answer sheets to be returned was yesterday.
• 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.
NYSITELL Update

- As of this Wednesday June 13th we began showing NYSITELL Level I Kindergarten scores in the level 1 Reports along side the other levels.
- Remember that the kindergarten students starting in 2018-19 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 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 2018**

- Regents Exam administration (June 5, 12 - 22)
  - **Global History Transition Exam (administered 6/5)** Please note that scores will not display on the L1 In-District Scoring Reports until SED releases the conversion chart (by June 22nd).
    - The 8 districts in the score collection project will get a file from SED’s vendor BY June 22nd with scores.

- **06/29** – 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

- **07/05** – @ 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 07/06)
  - 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

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**August 2018**

- **06/15** - Please contact us 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.

- **07/13** – .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 2017). The template has been posted on [www.lhric.org/Regents](http://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

- **08/16 to 08/17** - Administration of the August Regents Exams
SIRS 2017-18 EOY Deadline **Thursday August 16th @ 2:30pm**

- We were notified by NYSED that there will be no exceptions to the final deadline for reporting all end of year data to SIRS for 2017-18.

- This includes no exceptions for technical issues that could arise at LHRIC, therefore we are setting an **earlier deadline** of Thursday, August 16th @ 2:30 pm as the last day to load 2017-18 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 2017-18 data that can be loaded after the deadline.

EOY Staff Data
2017 SIRS Timeline

May 4, 2018
(Thursday)
Course Reduction
Assignment and
Staff Data Entry
End Date Due

Required for the reporting of course and staff data for State and Federal purposes. These data will not be certified in 2017-18 SIRS and must be complete for a comparison with ePMF data.

Note: Districts may be asked to move course data earlier in the school year.

June 15, 2018
2017-18 Staff
Student Course
(TSDS), ED89
and Staff
Assignment Data
(SRS-316), Principal
(TSDS), ED93

Submit final TSDL, Staff Student Course and Staff Assignment data. Include: license and information for all teachers and principals to be used for 2017-18 teacher and principal growth score calculation purposes. Staff Student Course records should be verified using the Level 2 ED93S-316 Teacher Student Data Uplink (TSDL) Verification Report.

June 18, 2018
TSDL Certification Form Available

Unofficial 2017-18 Principal-Staff-Provided Growth Score Calculation Purpose.

June 22, 2018
2017-18 Staff
Student Course
(TSDS), ED89
and Staff
Assignment Data
(SRS-316), Principal
(TSDS), ED93

Certify the accuracy of the data submitted as of the reporting deadline-Certification of Principals only in Staff Assignment-in the NYSED Business Portal. Staff Assignment records should be verified using the Level 2 ED93S-316 Staff Assignment Verification Report.

June 2018
(Uncertain)
ePMF Data
Out of Certification
Report (OOC)

Out of Certification Reports – June

2017-18 Out of Certification reports will be posted to the IRS portal in June

- This report should be reviewed by all districts, BOCES and charter schools
- If all teachers were found to be certified, your district will not receive a report
- 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.
- When final, these data will be used in NYS Report Cards (turn-over rate) and federal reporting purposes.
- Contact teachhelp@nysed.gov for questions concerning a specific teacher’s certification credentials
Out of Certification Reports


- 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


Supt’s (CEO’s) SEDDAS account is the only one that can ‘Uncertify’ the forms for correction.

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

- 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.
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

<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 (seventh and/or eighth)</td>
</tr>
<tr>
<td>SEF</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>DFT</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>HTA</td>
<td>Health</td>
</tr>
<tr>
<td>HEG</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>Remedial reading</td>
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<tr>
<td>STA</td>
<td>Speech</td>
</tr>
<tr>
<td>BES</td>
<td>English-as-a new language</td>
</tr>
<tr>
<td>AGR</td>
<td>Agriculture</td>
</tr>
<tr>
<td>HOC</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</td>
</tr>
<tr>
<td>OCE</td>
<td>Technical/Trade subjects</td>
</tr>
<tr>
<td>SMS</td>
<td>School media specialist (excluding library or educational communications)</td>
</tr>
</tbody>
</table>

EOY Staff Data Collection

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

☆ **Note**: because the Staff Tenure template is designed to collect multiple years of data - you will see prior year records in SIRS L2RPT reports.

- **L2 Report**  
  - SIRS -322 Staff Tenure Verification Report
Staff Tenure - Reminder

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

EOY Staff Data Collection

Staff Attendance-load 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

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location Code</th>
<th>Total Absences</th>
<th>Sick Leave</th>
<th>Personal Leave</th>
<th>Jury Duty Leave</th>
<th>Maternity/Paternity Leave</th>
<th>Bereavement Leave</th>
<th>Other Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>24</td>
<td>1</td>
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<tr>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**EOY Tasks: Reporting Graduates**

- [x] 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
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**:
  
  **In Student Lite: Credential Type Code:** 738- GED / **Post Grad Plan:** XX / **Career Pathway:** NONE
  
  **In Enrollment: Enrollment exit record:** 816- Earned GED

---

**L0- Credential Check**

Reports → Enrollment → Credential Counts

![Credential Check Report](image)
Graduation Resources


FAQ’s/Memos/Approved Assessments

General Education & Diploma Requirements

- All Students must pass four (4) required Regents Exams: 1 Math, 1 English, 1 Science, 1 Social Studies; and pass 1 of the following additional exams:
  - English Assessment in a different course or Approved Alternative; or
  - Social Studies Regents Exam in a different course or Approved Alternative; or
  - Science Regents Exam in a different course or Approved Alternative; or
  - Math Regents Exam in a different course or Approved Alternative; or
  - meet the req’s of CDOS credential; or
  - an Approved CTE or Arts Assessment
  - LOTE assessment

- Note: These regulations address assessment req’s only. There are no changes to the number of credits students are required to earn for graduation.

Multiple Pathways to Graduation - Reminder

- All Students must pass four (4) required Regents Exams: 1 Math, 1 English, 1 Science, 1 Social Studies; and pass 1 of the following additional exams:
  - English Assessment in a different course or Approved Alternative; or
  - Social Studies Regents Exam in a different course or Approved Alternative; or
  - Science Regents Exam in a different course or Approved Alternative; or
  - Math Regents Exam in a different course or Approved Alternative; or
  - meet the req’s of CDOS credential; or
  - an Approved CTE or Arts Assessment
  - LOTE assessment

- Note: These regulations address assessment req’s only. There are no changes to the number of credits students are required to earn for graduation.
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
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
• S2-54 for SWD/Local Diploma
• 55-59 for ELL’s (ELA Regents)/ Local Dip
*See memo for add’l requirements
• 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


Regents Assessment Appeal (Excel download)

• L1 Verification Report: 7.3.0 Graduation: Regents Assessment Appeal
### Graduation: Regents Assessment Appeal

Note: Students display here if they have taken a Regents exam 2 or more times and scored at the designated score ranges. Review the 7.1.0-Assessment Progress Report to determine if these students have met all other assessment req’s.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student State ID</th>
<th>Date of Birth</th>
<th>Cohort Year</th>
<th>Disability</th>
<th>ELA</th>
<th>Grade Level</th>
<th>Assessment Name</th>
<th>Score</th>
<th>Assessment Date</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>5370144798</td>
<td>03/02/2015</td>
<td>2014</td>
<td>Gen-Ed</td>
<td></td>
<td>11</td>
<td>Regents Common Core Algebra I - Jan</td>
<td>60</td>
<td>07/10/16</td>
<td>Scored 65 - 64</td>
</tr>
<tr>
<td>Student 1</td>
<td>5370144798</td>
<td>03/02/2015</td>
<td>2014</td>
<td>Gen-Ed</td>
<td></td>
<td>11</td>
<td>Regents Common Core Algebra I - Jan</td>
<td>55</td>
<td>07/10/15</td>
<td>Scored 60 - 64</td>
</tr>
<tr>
<td>Student 1</td>
<td>5370144798</td>
<td>03/02/2015</td>
<td>2014</td>
<td>Gen-Ed</td>
<td></td>
<td>11</td>
<td>Regents Common Core Algebra I - Aug</td>
<td>65</td>
<td>08/15/15</td>
<td>Scored 65 - 64</td>
</tr>
<tr>
<td>Student 2</td>
<td>0522073936</td>
<td>03/02/2015</td>
<td>2014</td>
<td>ELL</td>
<td>Yes</td>
<td>12</td>
<td>Regents Common Core ELA - Jan</td>
<td>59</td>
<td>07/10/16</td>
<td>Scored 65 - 64</td>
</tr>
<tr>
<td>Student 2</td>
<td>0522073936</td>
<td>03/02/2015</td>
<td>2014</td>
<td>ELL</td>
<td>Yes</td>
<td>12</td>
<td>Regents Common Core ELA - Jan</td>
<td>55</td>
<td>07/10/15</td>
<td>Scored 60 - 64</td>
</tr>
<tr>
<td>Student 2</td>
<td>0522073936</td>
<td>03/02/2015</td>
<td>2014</td>
<td>ELL</td>
<td>Yes</td>
<td>12</td>
<td>Regents Common Core ELA - Jan</td>
<td>55</td>
<td>07/10/15</td>
<td>Scored 60 - 64</td>
</tr>
<tr>
<td>Student 3</td>
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<td>2014</td>
<td>SWD</td>
<td>Yes</td>
<td>12</td>
<td>Regents Living Environment - Aug</td>
<td>52</td>
<td>07/10/15</td>
<td>Scored 65 - 64</td>
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<tr>
<td>Student 3</td>
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<td>2014</td>
<td>SWD</td>
<td>Yes</td>
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<td>12</td>
<td>Regents Living Environment - Jan</td>
<td>54</td>
<td>07/10/15</td>
<td>Scored 65 - 64</td>
</tr>
</tbody>
</table>

### L2RPT Graduation Reports

- SIRS-335 Career Pathways Verification Report
- SIRS-201 Total Cohort Summary Report
- SIRS-401 Reasonableness
- SIRS-308 Annual Graduates
**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.

- **Note:** Some program types displayed on this report are calculated by SED (not provided by the district) i.e., 0551- Former SWD, 0232- Former LEP, 0233- Ever LEP.

---

**Non-Public Schools Graduation Data Reporting Reminder**

- Beginning back in 2015-16, 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 also 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

Exiting 0231 ELL’s -SIRS 301-Tested/NT for NYSESLAT Scores

- Once scores are returned in August, end LEP Eligible Records (0231) for students who scored at the Commanding Level of the 2018 NYSESLAT exam (Exit Code 3011). Use exit date 6/30.

- End LEP Eligible Records (0231) for students who scored at the Expanding Level of the 2018 NYSESLAT exam AND either Proficient (Level 3 or 4) on the 2018 NYSTP 3-8 ELA OR >= 65 on a 2017-18 Regents in English (or Regents Alternative (Exit Code 3022)*. Use exit date 6/30.

* ELL’s exiting based on Aug 2018 Regents will be reported in 18-19 school year.

Run L1 report ‘3.2.3 Program Services: ELL’s Qualified to Exit ELL Service by Assessment Outcome’ to determine who can exit with the 3022 using the NYSESLAT/Regents/3-8 assessments.
CTE Program / Assessment Data Downloads

- 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

EOY Student Daily Attendance Reporting Reminder

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 Boces run for all Virtual Locations
EOY Day Calendar Reporting

*Review SIRS-370- Day Calendar Summary Report

- Be careful when mapping Day codes in your SIS
- You may need to reload your Day Calendar to capture closings
- If your SIS reports calendars by grade level be sure ungraded 13,14 are included

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 (hours), school calendar and attendance data in SAMS for aid purposes.

2017-18 EOY Reporting Requirements Update- P-Tech

- EOY Reporting for P-Tech programs:
  - The first Cohort I students are currently in their fourth year (seniors in high school) it’s expected in year 4 they should complete all required high school courses and Regents requirements.
  - 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- the first cohort is in year 4
      - Whether the students will be continuing the program the following year / who exited P-Tech w/out completing

Hudson Valley P-Tech @ Rockland BOCES
Sending Districts

- East Ramapo
- South Orangetown
- Haverstraw-Stony Point
- Pearl River
- Greenburgh Central
- Suffern
- Nyack
2017-18 Reporting Requirements Update – P-Tech

- 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 4 allowed this year
  - Program beginning /end dates

In 17-18, when Cohort I graduates in June, 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 note for End of Year rollover-if the students will be continuing in the P-Tech program after graduation, they will need to roll into 18-19 as a grade12 student with a 0011 enroll code.

- P-Tech students enrolled in years 5 and 6 of the program should be reported in Student Lite, Entry Exit, Programs Fact, Attendance Codes* and Student Daily Attendance* templates.

*Reported by Rockland BOCES

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.
- The seal should be affixed to the diploma
- Language must be added to the transcript “Received the NYS Seal of Biliteracy”

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.
- The seal should be affixed to the diploma
- Language must be added to the transcript “Received the NYS Seal of Biliteracy”

April 2017 NYSED Vendor Meeting

SEAL OF BILITERACY
PROGRAM SERVICE CODE 8312

“The Seal of Biliteracy will be affixed to high school diplomas and transcripts of graduating pupils attaining Seal criteria and must be made available to students at no cost.”

“When the Seal of Biliteracy is awarded, a seal will be affixed to the student's diploma and language will be added in the student’s transcript regarding the Seal.”

“Received the NYS Seal of Biliteracy.”

NYSSB Districts- 2017-18

<table>
<thead>
<tr>
<th>District Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford CSD</td>
</tr>
<tr>
<td>Brewster CSD</td>
</tr>
<tr>
<td>Croton-Harmon UFSD</td>
</tr>
<tr>
<td>Hastings-On Hudson</td>
</tr>
<tr>
<td>Haverstraw-Stony Point (N. ROCKLAND)</td>
</tr>
<tr>
<td>Pearl River UFSD</td>
</tr>
<tr>
<td>Port Chester-Rye</td>
</tr>
<tr>
<td>Ramapo (Suffern)</td>
</tr>
<tr>
<td>Tarrytown UFSD</td>
</tr>
<tr>
<td>White Plains</td>
</tr>
</tbody>
</table>
End of Year - AP/IB Assessment Reporting Reminder

- 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.

AP & IB Course & Assessment Codes

- All Advanced Placement and International Baccalaureate courses must be reported with their respective assessments.
- Districts should only be reporting AP and IB courses approved by the College Board and IB. These are currently categorized as Career and College Readiness (CCR) codes.
- New assessment codes are often created each year and made available on the vendor Add/Delete document [http://www.p18.nysed.gov/irs/vendors/home.html]. These should be made available to districts.

Districts should be prepared to move AP & IB Assessment data when they receive results from IB and the College Board in July and before the NYSED data warehouse closes in August.

Test Description = ALTREG

Test Description = CCR

End of Year - AP/IB Assessments Reminder

ASSESSMENT FACT

<table>
<thead>
<tr>
<th>DISTRICT CODE (DISTRICT OF RESPONSIBILITY CODE)</th>
<th>TEST DESCRIPTION (TEST GROUP)</th>
<th>ASSESSMENT YEAR DATE (VERSION)</th>
<th>ASSESSMENT MEASURE STANDARD DESCRIPTION</th>
<th>DISTRICT ID (DISTRICT ID)</th>
<th>SCHOOL ID (SCHOOL DISTRICT ID)</th>
<th>TEST DATE (DATE OF ADMINISTRATION)</th>
<th>STUDENT ID (STUDENT ID)</th>
<th>TEST CODE</th>
<th>SUBTEST IDENTIFIER</th>
<th>ALTERNATE ASSESSMENT ASSESSMENT MEASURE</th>
<th>ACHIEVED CODE</th>
<th>ACHIEVED LANGUAGE CODE</th>
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<td>ALTREG</td>
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<td>AP Language and Comp</td>
<td>2018-06-30</td>
<td>000040181</td>
<td>809</td>
<td>ENG</td>
<td>03</td>
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<td>NY122456</td>
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<td>2018-06-30</td>
<td>AP Art History</td>
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</table>
Post Secondary Credits Update

- NYSED was asking districts to report Post Secondary Credits earned by students who are dually enrolled in college courses.

- Now Optional Reporting for 17-18

As of v13.10 SIRS Manual

Postsecondary Credit Units: Report the credits for each course awarded to the student during the school year by a higher education institution. The dual credit indicator must be used for the course in the Student Class Entry Exit template. Student Class Grade Detail, Field 30, Reporting on postsecondary credit units is optional for 2017-18.

L2RPT EOY SIRS Data Reports

New Reports to Certify
SIRS 321 - Student Class Grade Detail - Credits Attempted / Credits Earned (new as per ESSA req’s)

SIRS-330 - Student Class/ Course Instructor Summary (new as per ESSA req’s) focus on AP, IB courses, Dual Credit students
CIA/SCEE Certification

• Only reload CIA/SCEE if you have updates to your AP/IB courses and/or Dual Credit students

SIRS- 330 Student Class/CIA reports can be downloaded to Excel- AP/IB courses can be filtered

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>
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<tr>
<td></td>
<td></td>
<td>Special Ed Events extract (IEP Direct)</td>
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<tr>
<td>12</td>
<td>VR - 12</td>
<td>Lists students who transition from Early Intervention Services (EI) to CPSE to determine % of students who met mandated timelines (CPSE only) Special Ed Events extract (IEP Direct)</td>
<td>Rotating- check schedule <a href="http://www.p12.nysed.gov/sedcar/spsschedule2011-2019.html">http://www.p12.nysed.gov/sedcar/spsschedule2011-2019.html</a> Due 9/20/18</td>
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<td></td>
<td>VR - 13</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 8/16/18 (new date!)</td>
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<tr>
<td></td>
<td>VR - 14</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 9/20/18</td>
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<tr>
<td>7</td>
<td>VR - 15</td>
<td>COSF data- Displays school district’s data on the functional level of preschool children on the Early Childhood Outcomes Summary Form (COSF)upon initial evaluation for CPSE and upon exit from CPSE. (Pre-and Post Assessment data) (CPSE only) Assessment Fact Extract (IEP Direct)</td>
<td>Rotating- check schedule <a href="http://www.p12.nysed.gov/sedcar/spsschedule2011-2019.html">http://www.p12.nysed.gov/sedcar/spsschedule2011-2019.html</a> COSF data due 8/16/18 (new date!)</td>
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<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 2014-15 or 2015-16 or 2016-17 school years. (CSE only)</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 8/16/18 (new date!)</td>
</tr>
</tbody>
</table>
VR-16- Coordinated Early Intervening Services

Note from NYSED:

• The year shown is this table is the CEIS allocation year
• Districts in this list must submit program service 5753 - CEIS in the year(s) listed
• All districts listed must certify the VR 16 in the PD system
• Districts will be on the VR 16 for an additional 2 years after the most recent CEIS allocation in order to track whether or not students benefitting from CEIS activities were subsequently classified


Backmapping Schools 2017-18


- Without proper coding you do not make AYP!
- Backmapping Reports are now available on the IRSP. These reports will be refreshed weekly on Mondays through August.
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
Current Issues / Updates

IEP Direct- 504 Plan Safety Net Extract

- A change was made recently to IEP Direct Program Fact extract
- Now includes the Section 504 Plan Safety Net (5775)
- For 504 students, the plan must specify that the student is eligible for the Safety Net.
- Safety Net eligible students can graduate using
  - Compensatory Safety Net Option
  - 55-64 Low Pass Regents Option
  - 55-64 Low Pass Option w/appeal
School Safety and Educational Climate aka (VADIR/DASA) Collection

- Data Collection Period via NYSED Portal beginning June 25th
- Found in the IRS Data Exchange portion of the portal
  - [https://portal.nysed.gov/](https://portal.nysed.gov/)
- Schools who have been directed to submit early must submit VADIR by July 9th
- All other schools VADIR data due July 20th


Change to Former ELL Calculation - ESSA

- **Change in Former ELL Calculation**
  - Due to ESSA requirements, when a student exits from ELL status (Former ELL), the calculation will look back 4 years instead of two for inclusion in the Former ELL subgroup.
  - This is effective immediately
  - Level 2 has put new logic in place to reflect this change in all L2RPT reports that include the Former ELL subgroup.
- SIRS 401-Reasonableness report will show a big increase for 17-18
May 2018 Vendor Meeting Update

New for 2018-19:

- **Homeless Y/N** will no longer be an Indicator in Student Lite- 2 new program service codes will be added

- **Course Instructor Assignment**- new req’d field 18-Primary Instruction Language Code – (i.e. ENGLISH, SPANISH, CHINESE) used for Bilingual classes

- Vendors were told that districts should have the option of excluding SPED and ENL push ins from being reported in Staff Student Course

- **Staff Snapshot** - Race/Ethnicity reporting for Staff data will be mandatory. It will no longer be collected through BEDS Online

  - Edits will prevent Staff Snapshot from moving to L2 with this field blank


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2018-19 Timeline and Data Reporting Memo
June/July/August Checklist

- Make changes to ePMF reports in TAA if necessary - June & July
- Report all graduate/completer data including all assessments used to achieve graduation credentials (plus one assessments)
- Report all Regents, Alt Regents by July 5th, NYSITELL, AP, IB Assessments
- Report Year End Snapshot/CEIS/COSF/*SPED Events - *load SPED Events early - to ensure you have all demo.enroll.programs by August deadline for these students
- Report CTE Program Fact/Assessment data
- Report Summer school (Aug 2017) Program services
- Report Year End Snapshot/CEIS/COSF/*SPED Events - *load SPED Events early - to ensure you have all demo.enroll.programs by August deadline for these students
- Report Final grades via Student Class Grade Detail
- Exit ELL’s who fit criteria when NYSESLAT scores are returned (August TBD)
- Report NCLB Programs – Title I & Title III

June/July/August Checklist

- Verify all 0242 – ELA exemption Programs are entered for students less than 1 year in US for Accountability
- Report Student Daily Attendance – (Day Calendar, Attendance Codes)
- Report Staff Attendance
- Report Staff Tenure
- Review L1 Summary Reports - Assessment Verification / EOY Columns
- Review L2RPT Reports – Accountability, T/NT, Annual Outcomes, Reasonableness etc..
- Complete L0 Historical Updates by the 8/16 deadline
- Review PD System Reports – EOY SPED reporting
- Review UIAS reports – Now found in L2RPT
- Backmapping check- specific districts- found on irs portal
- GO ON VACATION!!!!!!
2017-18 Timeline for EOY Certification

- **Thursday 8/16/18 - 2:30pm** - Last day to make changes to the domains below for 17-18
- **TBD** - EOY Certification form available on the IRS portal → IRS Data Exchange application
- **Friday 9/7/18** - EOY certification forms due to be submitted by Supt. on the IRS portal → IRS Data Exchange app.

**EOY Extracts**

- Student Lite (SIS)
- Entry/Exit (SIS)
- Programs Fact (SIS)
- Assessment Fact (SIS)
- Student Class Grade Detail (SIS)
- Programs Fact (IEP Direct)
- End of Year Snapshot (IEP Direct)
- Special Ed Events (IEP Direct)*

**EOY Extracts**

- COSF Assessment Fact (IEP Direct) if applicable
- Day Calendar (SIS)
- Attendance Codes (SIS)
- Student Daily Attendance (SIS)
- Staff Snapshot (HR)
- Staff Assignment (HR)
- Staff Tenure (HR)
- Staff Attendance (HR)
- Staff Evaluation Rating (HR or Teach Eval system)*

*Note: Sped Events and Staff Evaluation Rating data can continue to be loaded beyond the 8/16 deadline.

**2017-18 State Reporting - EOY Reporting Checklist**

- 2017-18 End of Year Checklist posted to our State Reporting website

**SUBSCRIBER RESOURCES**


**2017-2018 STATE REPORTING END OF YEAR CHECKLIST**

1. **GENERAL DATA CLEAN UP TIPS**
   - Resolve/Remove all invalid, wrong, duplicate, and incorrect data
   - Remove all withdrawn students and records
   - Resolve LI Verification (Contingency or not) - make corrections where necessary
   - Review U3 Reports - SIS, 780, 4X4 Summary Report
   - Any changes you make to Level 0 must also be made in your SIS or source system

2. **HIGH SCHOOL GRADUATES / COMPLETING STUDENTS INFORMATION**
   - All HS Graduates and Completers need the following:
     - (IN ENGLISH)
       - Parent/Student Type Code
       - Parent/Student Grade Level
       - Parent/Student High School Code
       - (IN ENGLISH)
         - HS Out of School Student Information
         - 2017-2018 Reporting Memo
         - 2017-2018 Timeline
         - Career Pathways
Important Due Dates/Timeline

- **Thursday June 14th @ 2:30 pm** - Final submission of 2017-18 Staff Student Course & Staff Assignment (principals) Data Due to L1. Used Teacher/Principal growth score calculation purposes.

- **Friday June 22nd** - TSDL/Staff Assignment data Certification form due to NYSED – IRS portal

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

- **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 5th @ 2:30 PM** - 2017-18 Regents Exam Extract for APPR
- Final Submission ALL 2017-18 Regents Exam Scores (and approved alternatives)
- Load Assessment fact to L0 for the following:
  - **August 2017, Jan 2018, June 2018** Regents exam scores to be used in principal evaluation growth score calculations.

**July 9th** – Deadline for SSEC (VADIR) submission for schools directed by SED to submit early
**July 20th** Deadline for SSEC (VADIR) submission for all schools

**Thursday August 16th - 2:30 pm**
- 2017-18 FINAL EOY SIRS Data due to L1 (including all SPED data except for Sped Events)
- **Monday August 27th** - Special Ed Certification due in PD system – VR13,15,16
- **Friday September 7th** - 2017-18 SIRS EOY Data Certification due
Important Due Dates/Timeline

- **Thursday September 20th @ 2:30pm** - Sped Events data due to L1- VR11,12,14

- **Monday September 24th** – Sped Events Certification due in PD System

- **October 3rd** - BEDS Day 2018

- **Thursday October 18th @ 2:30pm** - 2017-18 Staff Evaluation scores and ratings due to L1 for 3012d. *Eligibility for 2018-19 State Aid is dependent upon submission of Staff Evaluation data.

- **October 26th** – 2017-18 Staff Evaluation Rating data Statement of Confirmation due on the SED Monitoring section of the NYSED Portal
Mandated Individual SLOs – Which teachers?

- Gr 3 Teachers – using ELA 3 and Math 3
- Grade 8 Science – using state science assessments (defined in Task 2.4) (50% rule applies)
- Regents Teachers – using the regents scores (50% rule applies)
- ELL teachers – using NYSESLAT (50% rule applies)  - OPTIONAL as per plan
- Sp Ed teachers – using NYSAA (50% rule applies)  - OPTIONAL as per plan

!!! Individual SLOs Require a target for each individual student !!!

What % of students met their target?

Note: Districts may have specified additional individual SLOs in their approved 3012-d plan (Identified in Task 2.12)

All of these teachers need to be identified early in the school year since their scoring paths differ and require a great deal of record keeping and verification
Who gets two sets of Scores?
Original (Advisory) + Transition (Official)

Any teacher/principal who got a state-provided growth score or used the 3-8 ELA and Math assessments in the calculation of their APPR score

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

What are the two sets of scores?

During the TRANSITION PERIOD:

- When a teacher/principal's original student performance score uses 3-8 ELA/Math Assessment in any manner, that **ORIGINAL score** is to be used for **Advisory purposes** only

- A second score is then calculated for evaluative/employment decisions. This score is called the **TRANSITION score** and is defined in Task 2.10 of the approved plan as the **ALTERNATE SLO**. This is the **Official Score**.

Note: Both sets of scores are reported to the teachers and to the state
Assigning Student Performance Score pathways – “Buckets”

0. K-2 Teachers
1. Grade 3 Teachers
2. Gr 4-8 ELA/Math Teachers
3. Gr 8 Science Teachers
4. HS Teachers using Regents exams for individual SLOs
5. ELL teachers using NYSESLAT for individual SLOs
6. Sp Ed administering NYSSA and using for individual SLOs
7. All other teachers

more “Buckets”

8. Principals getting State Scores
9. Principals using SLO for score
10. Teachers with BOTH State growth scores and SLO scores to satisfy 50% rule
• **June** - Continue to check rosters with Pre and Post Assessments and Targets. End of June- can confirm third party and district post assessments and scores (Still missing State Assessments, Regents, and AP scores). Verify that all other data is ready.

  Make sure teachers confirm the pre and post assessment scores, targets before they leave for the summer.

• **Mid-July** - You should have June Regents scores- you now have complete data for teachers that rely on the Regents. HS Principals can now confirm their data. Which teachers with observation scores are still missing student performance scores?

• **During August** - Create final reports for teachers or use LHRIC-provided reports. All Principals confirm that all teachers are accounted for and all have both an observation score and a student performance score.

• **End of August** - Confirmation of all scores including State ELA/Math 3-8 (Still missing AP Scores)- Last confirmation possible. All exceptions have been resolved. All principals have confirmed their data is complete and accurate.

• **September 1** - Provide teachers with final reports.

---

**AUGUST 2018 EXAMINATION SCHEDULE**

Students must verify their schedules for exams to ensure they are accurate.

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td><strong>August 16</strong></td>
<td><strong>August 17</strong></td>
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<tr>
<td>8:30 a.m.</td>
<td>8:30 a.m.</td>
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<tr>
<td>Algebra I</td>
<td>Regents in US History &amp; Government</td>
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<tr>
<td>RE in English Language Arts</td>
<td>Physical Setting/Earth Science</td>
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<tr>
<td>Physical Science/Chemistry</td>
<td>RCT in Global Studies*</td>
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<tr>
<td>RCT in Writing</td>
<td>RCT in Mathematics*</td>
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<td>12:30 p.m.</td>
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<td>TRANSITION EXAM - RE in Global History &amp; Geography</td>
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<td>RCT in Science*</td>
<td>RCT in Reading*</td>
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<td>RCT in U S History &amp; Government*</td>
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**Uniform Admission Deadlines**

Morning Examinations - 8:15 a.m.  Afternoon Examinations - 1:15 p.m.

* Available for Registration from only. Each copy of a numbered exam is unmarked and mailed in a self-addressed, stamped envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

Note: This is the final administration of Regents Competency Tests (RCTs).
Upcoming CIO Meetings  
(Webinar and 450 Mamaroneck Ave- Westchester Rm.)

Friday, August 10, 2018 - 1:00PM  
Friday, October 12, 2018 - 1:00PM  
Friday, December 07, 2018 - 1:00PM  
Friday, January 25, 2019 - 1:00PM  
Friday, March 08, 2019 - 1:00PM  
Friday, April 05, 2019 - 1:00PM  
Friday June 14, 2019 - 1:00PM
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<td>Kathy Conley, Associate Executive Director</td>
<td><a href="mailto:kconley@lhric.org">kconley@lhric.org</a></td>
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<td>Mark Samis, Manager Data Services</td>
<td><a href="mailto:msamis@lhric.org">msamis@lhric.org</a></td>
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<td>Denise Consaga, Coordinator, Data Services</td>
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<td><a href="mailto:tmoore@lhric.org">tmoore@lhric.org</a></td>
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<td>Steve Liu, Lead Systems Analyst Programmer</td>
<td><a href="mailto:sliu@lhric.org">sliu@lhric.org</a></td>
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## 2017-18 EOY SIRS Data Reports

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<th>L2RPT Report Title</th>
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<th>Charter Schools</th>
<th>BOCES</th>
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<td>Course</td>
<td>APPR</td>
<td>SIRS-315</td>
<td>Teacher Student Data Linkage (TSDL) VR ②</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Inform/ Course Reporting</td>
<td>SIRS-321</td>
<td>Student Class Grade Detail ⑥</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIRS-330</td>
<td>Student Class/Course Instructor Summary Report</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE</td>
<td>Perkins Funding</td>
<td>SIRS-306</td>
<td>Career and Technical Education Report</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Reasonableness</td>
<td>Data Gaps</td>
<td>SIRS-401</td>
<td>Reasonableness Report</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SIRS-405</td>
<td></td>
<td>Annual Assessment At-A-Glance Report</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Staff</td>
<td>APPR/ PMF/ State &amp; Federal Reporting</td>
<td>SIRS-318</td>
<td>Staff Assignment VR ③</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIRS-320</td>
<td>Staff Snapshot VR ③</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIRS-322</td>
<td>Staff Tenure VR</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIRS-324</td>
<td>Staff Attendance Summary Report</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SIRS-325</td>
<td>Staff Evaluation Rating VR ②⑤</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tested/ Not Tested</td>
<td>Report Card Assessments</td>
<td>SIRS-104</td>
<td>NYSITELL Summary Report</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SIRS-301</td>
<td></td>
<td>Tested/Not Tested Confirmation Report</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SIRS-302</td>
<td></td>
<td>Tested/Not Tested Confirmation All Assessments Report</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## 2017-18 EOY SIRS Data Reports

<table>
<thead>
<tr>
<th>Folder</th>
<th>Focus</th>
<th>SIRS Report Number</th>
<th>L2RPT Report Title</th>
<th>Public School District</th>
<th>Charter Schools</th>
<th>BOCES</th>
<th>Non-Public and Article 81 Schools</th>
<th>Special Act School Districts</th>
<th>NYS Operated Schools</th>
<th>State Agencies</th>
<th>Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cohort</td>
<td>Grad Rate</td>
<td>SIRS-201</td>
<td>Total Cohort - Summary</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Report Card Assessment Data</td>
<td>SIRS-202</td>
<td>Total Cohort - Assessment Summary</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UIAS</td>
<td>Inform</td>
<td>SIRS-701</td>
<td>Unique Identifier Audit System Summary Report</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

① **SIRS-360, 361, and 370 do not require BOCES certification for SY 2017-18.**
② **SIRS-315, 325 only Charter Schools that have approved APPR plans are required to submit and certify.**
③ **SIRS-318 Principal data is certified in June as it relates to TSDL. Charter schools must submit complete Staff Assignment data but aren't required to certify principal data used for APPR purposes.**
④ **SIRS-320 teacher data is certified/verified in the Teacher Access & Authorization (TAA) system.**
⑤ **SIRS-325 data collection deadline is usually mid-October and certification is generally a week later. Refer to the timeline for dates.**
⑥ **SIRS-321 Columns a - l, o, p should be certified.**

✓ = LEA can view/access report  
N/A = report not available to specific LEA  
★ = new this year
May 29, 2018

TO: District Superintendents
   Superintendents of Public Schools
   Principals of Public Schools
   Charter School Leaders
   Regional Information Center Directors
   Level 1 Primary and Secondary Project Managers

FROM: Rose M. LeRoy

SUBJECT: Reporting 2018-19 School Year Data

This memo highlights revisions and additions to school district, BOCES, and charter school data collection requirements and deadlines for reporting 2018–19 school year data to the New York State Education Department (NYSED) via the Student Information Repository System (SIRS) and the Basic Education Data System (BEDS) Institutional Master File (IMF).

It is important to note that all data are considered public records at any time during the school year. In addition to the specified due dates for data outlined in the SIRS data reporting timeline, the Department will extract and use data throughout the school year as needed. These data extracts may be required for State and federal reporting purposes, NYSED program office use, and for other necessary purposes. Therefore, it is important for districts, BOCES, and charter schools to have data collection and input processes in place early in the school year to ensure data are as complete and accurate as possible throughout the entire calendar year. All accountability determinations and related State and federal reporting will be completed with data submitted by school districts, BOCES, and charter schools as of Friday, August 23, 2019.

The reporting requirements described in this memo apply to all school districts and their schools, BOCES, and charter schools. Please share this information with district, BOCES, and school personnel who are responsible for data reporting and verification.

Dates for important NYSED data extracts will be available on the 2018-19 SIRS Timeline. Dates for data collected through other NYSED collection systems are posted on the program office web pages. Please review these dates carefully to ensure all data
are reported in a timely and accurate manner. As necessary, additional dates may be added to the timeline and communicated to regional information centers as they become available. Your RIC will require data to be submitted earlier than the dates listed on the NYSED timeline to allow sufficient time for processing.

If you have questions about data contained in SIRS, contact your Regional Information Center or Big 5 Data Coordinator. For a list of regional information center contacts, see “RIC/Big 5 Contacts”. If you need further assistance, you may contact the Office of Information and Reporting Services by e-mail at: datasupport@nysed.gov.

### 2018–2019 New SIRS Data Collection & Reporting Requirements & Reminders

The deadline to submit 2018–19 data to the SIRS is **August 23, 2019**. Staff Evaluation and Level 0 Historical data have different due dates. Please see the SIRS Timeline for other reporting deadlines.

<table>
<thead>
<tr>
<th>Subject</th>
<th>What to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Coursework</strong> (Course Instructor Assignment, Assessment Fact, and Student Class Entry Exit templates)</td>
<td>As a continuation of new ESSA requirements set forth in 2017-18, in 2018-19, Local Education Agencies (LEAs) will be required to report course and assessment data for <strong>ALL</strong> students taking AP and/or IB courses and/or assessments. These data must be reported in SIRS by the final reporting deadline in August using Course and Assessment Measure Codes, which will be available in the 2018–19 SIRS Manual.</td>
</tr>
<tr>
<td>Advanced Placement (AP) and International Baccalaureate (IB) Assessment Data</td>
<td></td>
</tr>
<tr>
<td>Credits Earned (Student Class Grade Detail template)</td>
<td>Report the actual number of credits earned upon completion of a course.</td>
</tr>
<tr>
<td><strong>Assessment Measure Standard Codes</strong> (Assessment Fact template)</td>
<td>See the Assessment Measure Standard Codes table below for a list of Regents exams, Regents Competency Tests (RCTs), and tests in Languages Other Than English (LOTEs) that are either being phased out of or phased into the SIRS data collection system based on the first and last administration dates.</td>
</tr>
</tbody>
</table>
### 2018–2019 New SIRS Data Collection & Reporting Requirements & Reminders

The deadline to submit 2018–19 data to the SIRS is **August 23, 2019**. Staff Evaluation and Level 0 Historical data have different due dates. Please see the SIRS Timeline for other reporting deadlines.

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
</table>
| **Primary Course Instruction Language** *(Course Instructor Assignment template)* | The following information must be reported in the Course Instructor Assignment template.  

**New Fields:**  
- Primary Instruction Language Code — Identifies the *Primary Language* used for instruction in the Class and used for Bilingual classes (e.g. ENGLISH, SPANISH, CHINESE). Codes will be made available on the Code Change document and in the SIRS manual. |
| **Staff Race & Ethnicity Data** *(Staff Snapshot template)* | Report complete staff race & ethnicity data in the Staff Snapshot table in SIRS. To assist school districts, BOCES and charter schools with canvassing their staff, in 2017-18 NYSED asked teachers and non-teaching professionals to provide staff race/ethnicity information on their ePMF (electronic Personnel Master File) BEDS forms in the Teacher Access and Authorization (TAA) system. LEAs can now download this information from TAA and use it to populate or check against their Staff Snapshot data in 2018–19. In 2018–19, staff race & ethnicity data in the Staff Snapshot table will be the authoritative source for all staff race & ethnicity data reporting since it will no longer be collected in the BEDS online system. |
| **Grades 3-8 ELA and Mathematics Course Linkage Data** *(Staff Student Course template)* | Report only courses in grades 3-8 English Language Arts (ELA) and Mathematics and Regents Mathematics courses. More information is available at the [NYSED IRS Staff Data landing page](https://www.nysed.gov). Only teachers providing instruction in these courses will see roster data in the NYSED TAA system. LEAs will be required to submit staff and course (roster) data earlier in the school year. |
| **Student Attendance** *(Attendance Codes, Student Daily Attendance and Day Calendar templates)* | Report student attendance data and school calendars to assist educators in identifying students who are either chronically absent or at risk of becoming chronically absent. Beginning in 2017-18, chronic absenteeism is being used as a measure of School Quality and Student Success for accountability purposes in accordance with New York State’s Every Student Succeeds Act (ESSA) State Plan. |
# 2018–2019 New SIRS Data Collection & Reporting Requirements & Reminders

The deadline to submit 2018–19 data to the SIRS is **August 23, 2019**. Staff Evaluation and Level 0 Historical data have different due dates. Please see the SIRS Timeline for other reporting deadlines.

<table>
<thead>
<tr>
<th>Subject</th>
<th>What to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Course Data</strong> (Student Class Entry Exit template)</td>
<td>A new template was introduced in 2016–17 to report all courses and students in those courses in districts, BOCES, and charter schools. The LEA providing the instruction is responsible for reporting the course data. The template also collects dual/concurrent enrollment data concerning students taking courses for college credit. It is imperative that these data be reported completely and certified in SIRS in 2018–19, as the ePMF BEDS collection is being phased out.</td>
</tr>
<tr>
<td><strong>Student Suspensions (Out of School)</strong> (Attendance Codes and Student Daily Attendance templates)</td>
<td>Report and verify student out of school suspensions. Beginning in 2018-19, student suspensions will be used as a measure of School Quality and Student Success for accountability purposes in accordance with New York State’s ESSA State Plan.</td>
</tr>
<tr>
<td><strong>Teacher Attendance</strong> (Staff Attendance template)</td>
<td>Report teacher attendance data as required for the State’s federal ESSA Plan.</td>
</tr>
<tr>
<td><strong>Graduation Exam Tracker</strong></td>
<td>The Exam Tracker is a tool that districts can use to supplement the tracking of student exam requirements. NYSED released a Cognos Level 2 report (L2RPT) that tracks high school student progress toward meeting exam requirements for graduation based on data in SIRS. A Guidance Counselor ID (TEACH ID) may now be reported on the Student Lite template for each high school student. That ID must also be present in Staff Snapshot.</td>
</tr>
<tr>
<td><strong>Staff Evaluation</strong> (Staff Evaluation template)</td>
<td>Regulation changes adopted by the Board of Regents at the December 2015 meeting removed the impact of grades 3 through 8 NYS English Language Arts and Mathematics State Assessments (State-provided growth scores and Student Learning Objectives tied to these assessments) and State-provided growth scores resulting from Regents Exams from teacher and principal evaluations. School districts and BOCES should stay apprised of staff evaluation requirements.</td>
</tr>
</tbody>
</table>

## Phased In/Out Assessments with Assessment Measure Codes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>First Administered</th>
<th>Last Administered</th>
<th>Assessment Measure Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (Common Core)</td>
<td>June 2014</td>
<td></td>
<td>08340- August 01340- January 06340- June</td>
</tr>
<tr>
<td>Algebra 2/Trigonometry</td>
<td>June 2010</td>
<td>January 2017</td>
<td>08206- August 01206- January</td>
</tr>
</tbody>
</table>

4
### Phased In/Out Assessments with Assessment Measure Codes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>First Administered</th>
<th>Last Administered</th>
<th>Assessment Measure Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I (Common Core)</td>
<td>June 2014</td>
<td></td>
<td>08304- August 01304- January 06304- June</td>
</tr>
<tr>
<td>Geometry (Common Core)</td>
<td>June 2015</td>
<td></td>
<td>08305- August 01305- January 06305- June</td>
</tr>
<tr>
<td>Algebra II (Common Core)</td>
<td>June 2016</td>
<td></td>
<td>08306- August 01306- January 06306- June</td>
</tr>
<tr>
<td>RCTs</td>
<td>August 2018</td>
<td></td>
<td>See 2018–19 SIRS Manual for codes for each subject</td>
</tr>
<tr>
<td>Transition Regents Examination in Global History and Geography (Grade 10)</td>
<td>June 2018</td>
<td>June 2019 (dual examination with new exam)</td>
<td>08207- August 01207- January 06207- June</td>
</tr>
<tr>
<td>New Framework Regents Examination in Global History and Geography II — Grade 10</td>
<td>June 2019</td>
<td></td>
<td>08208- August 01208- January 06208- June</td>
</tr>
</tbody>
</table>

Note: ALL data collection and reporting changes for the 2018–19 school year will be available in the 2018–19 SIRS Manual and Code Changes documents available on the Vendor landing page. Please review these changes carefully when available.

## Data Verification

NYSED makes available to school districts, BOCES, charter schools and some other reporting entities, tools for reviewing, verifying, and certifying their data throughout the school year. Information officers and data coordinators should be familiar with the various systems and applications associated with data verification.

### L2RPT Reports – Reviewing SIRS Data

Verification reports for data in SIRS are available in the Level 2 Reporting (L2RPT) environment. These reports are to be used throughout the school year to help ensure that all data are reported accurately in the SIRS. If data must be updated, changes must be made in the local source system and uploaded to Level 2 of the statewide repository system. Data will be refreshed on a daily or weekly basis (depending on the particular domain) in Level 2 of SIRS until the end of year deadline, August 23, 2019.

Please pay close attention to the counts within the various subgroup populations (e.g., racial and ethnic breakdowns, students with disabilities, English Language Learners), as these counts may impact data various data reports for these subgroups.
Reporting errors discovered from a review of these reports must be corrected in the local source system and submitted to the SIRS. Guides for understanding these reports are available on the NYSED Level 2 Reporting page.

User accounts for L2RPT access are created and managed by the superintendent or charter school CEO or the superintendent’s or charter school CEO’s Delegated Account Administrator through the State Education Department’s Delegated Account System (SEDDAS) available via the NYSED Business Portal. Additional support for authorized users of SEDDAS can be found on the NYSED SEDDAS page and may also be provided by your Level 1 data center.

Notes:
- Changes made to historical data using Level 0 Historical will be displayed within the Level 0 Historical system. These historical changes will be displayed in L2RPT only for current year cohort membership or the cohort’s secondary assessment scores.
- In general, most SIRS data reports are refreshed weekly at midnight on Fridays. However, districts should work with their RIC or Big 5 data coordinators concerning data loading deadlines. School districts will be apprised of any changes to the refresh frequency. Certain staff data are refreshed in Level 2 of SIRS daily, including the following: SIRS- 317 (Staff Evaluation Rating), SIRS-318 (Staff Assignment), SIRS-320 (Staff Snapshot), and SIRS-322 (Staff Tenure).

For additional information concerning End of year (EOY) SIRS data and a data certification checklist, visit the NYSED IRS Verification and Certification page.

IRS Portal (IRSP) Reports
In addition to the verification reports available through L2RPT, other reports are distributed to schools and/or districts throughout the data collection cycle via the Information Reporting Services Portal (IRSP). When reports are posted to the IRSP, an email notification is sent to the Information Officer/District Data Coordinator listed in SEDREF, indicating that a file is available for downloading. It is important that school districts, BOCES, and charter schools ensure these staff are listed in the NYSED SEDREF database to receive notifications.

Basic Educational Data System (BEDS) Institutional Master File (IMF) Data
The BEDS IMF application for public school districts and schools, charter schools, BOCES, and nonpublic schools is scheduled to be available on Wednesday, October 3, 2018 and to be submitted by November 9, 2018.

BEDS IMF forms and instructions for 2018-19 are available on the NYSED IRS BEDS landing page.

NYCDOE Schools and New York City Charter Schools Access
Access to various NYSED systems differs for New York City Department of Education (NYCDOE) principals, NYCDOE teachers, and NYC Charter School leaders. The table below provides information about access to some of the NYSED IRS systems.
### Access to Some NYSED IRS Supported Data Collection Systems

<table>
<thead>
<tr>
<th>System Name</th>
<th>NYCDOE Principals</th>
<th>NYCDOE Teachers</th>
<th>NYC Charter School Leaders</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRS Portal (IRSP)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>For any data that NYSED makes available via the IRSP, the NYCDOE will provide alternate access for NYCDOE principals. IRSP information and access for charter school principals are available <a href="#">online</a>.</td>
</tr>
<tr>
<td>Level 2 Reporting (L2RPT) Verification Reports</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>The link to the NYC instance of L2RPT is: <a href="https://reports.nycenet.edu/StateL2RPTReports">https://reports.nycenet.edu/StateL2RPTReports</a>. For assistance with L2RPT access, charter schools may contact: <a href="mailto:charterschools@school.nyc.gov">charterschools@school.nyc.gov</a>.</td>
</tr>
<tr>
<td>NYSED Teacher Access and Authorization (TAA)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>NYCDOE teachers and principals have access to STARS Classroom to review and update class list information. If NYCDOE teachers have questions about this process, they should contact their principals or their school's STARS administrator.</td>
</tr>
</tbody>
</table>

For general assistance with data reporting, NYCDOE schools should contact their Field Support Center Performance and Assessment Lead. NYC charters schools should contact: charterschools@schools.nyc.gov.

For support with all staff, course enrollment, and course outcomes data, NYC charter schools should review the NYC Charter Data website at for [Eastern Suffolk BOCES](http://www.ubs.org) or contact the NYC Charter Data Help Desk at: 631-218-4134.

### Federal Reporting Using Data Submitted to NYSED

Data submitted to the NYSED Office of Information and Reporting Services through the various systems and applications are routinely used by NYSED to build and submit federally mandated reports. Reporting entities should be aware of reporting deadlines to ensure the completeness and accuracy of their data.
Every Student Succeeds Act and Accountability
On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces the No Child Left Behind Act (NCLB). New data reporting requirements to comply with ESSA were introduced in the 2017-18 school year, with the exception of student suspension data which will be used for the first time for accountability purposes in 2018-19, as mentioned above. New York State’s final ESSA State Plan to comply with ESSA was approved by USDE on January 16, 2018. Visit the ESSA plan for more information.

Federal EDFacts Reporting
As a State Education Agency (SEA), NYSED submits education performance data for grades K through 12 at the State, district, and school levels to the United States Department of Education (USDE). These data are known as EDFacts. EDFacts data include information on State performance assessments, public school choice, supplemental educational services options, and graduation rates, among other topics. The data submitted is used for monitoring, public reporting, and requests from Congress. For more information on EDFacts, visit the EDFacts Initiative website.

Consolidated State Performance Report (CSPR)
The CSPR is the required annual reporting tool for each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the ESEA, as amended. Part I of the CSPR collects data related to the five ESEA Goals. Part II of the CSPR collects information related to state activities and outcomes of specific ESEA programs. USDE uses these data to monitor States’ progress in implementing ESEA and to identify technical assistance needs as well as program management and policy needs. Much of the data reported through EDFacts are reported in the CSPR.
The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Regents      | All Student Populations | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives  
**Assessment:**  
- 5 required Regents exams\(^{(1)}\) with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment\(^{(2)}\); or  
- 4 required Regents exams\(^{(1)}\) with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential  
http://www.p12.nysed.gov/part100/pages/1005.html#regents_diploma  

| Regents (through appeal) | All Student Populations | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives  
**Assessment:**  
- 4 required Regents exams\(^{(1)}\) with a score of **65 or better** and 1 Regents exam with a score of **60-64** for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment\(^{(2)}\); or  
- 3 required Regents exams\(^{(1)}\) with a score of **65 or better** and 1 Regents exam with a score of **60-64** for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential  

**Note:** Non Regents Pathway exams are not subject to the Appeal Process  
http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore
<table>
<thead>
<tr>
<th>Regents with Honors</th>
<th>All Student Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> 5 required Regents exams[1] with a computed average score of 90 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment[2] or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents with Advanced Designation</th>
<th>All Student Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</td>
<td></td>
</tr>
<tr>
<td>a. <strong>Traditional Combination:</strong> ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments</td>
<td></td>
</tr>
<tr>
<td>b. <strong>Pathway</strong>[2] Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments</td>
<td></td>
</tr>
<tr>
<td>c. <strong>STEM (Mathematics) Pathway</strong>[2] Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</td>
<td></td>
</tr>
<tr>
<td>d. <strong>STEM (Science) Pathway</strong>[2] Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</td>
<td></td>
</tr>
<tr>
<td>In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents with Advanced Designation with an annotation that denotes Mastery in Math</th>
<th>All Student Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics</td>
<td></td>
</tr>
<tr>
<td>See 100.5(b)(7)(x)</td>
<td></td>
</tr>
</tbody>
</table>
| **Regents with Advanced Designation with an annotation that denotes Mastery in Science** | All Student Populations | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.

**Assessment:** Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science. See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD |
|---|---|---|
| **Regents with Advanced Designation with Honors** | All Student Populations | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.

**Assessment:** Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)

**Note:** The locally developed Checkpoint B LOTE* examination is not included in the computed average.. http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors |
| **Local Diploma (through Appeal)** | All Student Populations | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.

**Assessment:**

- 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment[2]; or

- 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements for the CDOS Commencement Credential

**Students with disabilities with an individualized education program (IEP) or if included on the student’s Section 504 Accommodation Plan**

- **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.

- **Assessment:**
  
  a. **Low Pass Safety Net Option:** 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 **Pathway Assessment**\(^\text{(2)}\), or meet all the requirements of the CDOS Commencement Credential [http://www.p12.nysed.gov/part100/pages/1005.html#assessment](http://www.p12.nysed.gov/part100/pages/1005.html#assessment); or

  b. **Low Pass Safety Net and Appeal:**
   
   I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 **Pathway Assessment**\(^\text{(2)}\); or

   II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential

   **Note:** Non Regents Pathway exams are not subject to the Appeal process.

  c. **Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:** passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination [http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm](http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm); or

  d. **Compensatory Safety Net Option:** scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

Students with disabilities with an IEP
Does NOT INCLUDE students with a Section 504 Accommodation Plan

- **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives.
- **Assessment:**
  - A superintendent’s determination made upon a parent’s written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation.

To be eligible for the superintendent determination:

1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.
2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.
3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science).
4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.
5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations.
6. In a subject area where the student was not able to demonstrate his/her proficiency of the State’s learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).
<table>
<thead>
<tr>
<th>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</th>
<th>All Student Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed.</td>
<td></td>
</tr>
<tr>
<td>Credential Type</td>
<td>Available to</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Career Development and Occupational Studies (CDOS) Commencement Credential | All students other than those who are assessed using the NYS Alternate Assessment (NYSSA) | • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; **OR**  
• Student meets criteria for a national work readiness credential  

**Note:** Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. [http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm](http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm) |

| Skills and Achievement Commencement Credential | Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA) | All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working. [http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm](http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm) [http://www.p12.nysed.gov/part100/pages/1006.html](http://www.p12.nysed.gov/part100/pages/1006.html) |

**Footnotes:**

* Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

** Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

1 In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at [http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf)

2 Pathway Assessment Options: All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at [http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf): 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In addition all students must choose 1 of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here [http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm](http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm); or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
• Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
• Pass an approved CTE Assessment after successfully completing an approved CTE program
• Pass a Department approved pathway assessment in the Arts
• Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at [http://www.p12.nysed.gov/ciai/multiple-pathways/](http://www.p12.nysed.gov/ciai/multiple-pathways/)

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at [http://www.p12.nysed.gov/ciai/multiple-pathways/](http://www.p12.nysed.gov/ciai/multiple-pathways/)

³The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.
May 1, 2018

TO: District Superintendents
    Superintendent of Public Schools
    Public School Administrators
    Charter School Administrators
    Regional Information Center (RIC) Directors
    Big 5 Data Coordinators
    Level 1 Primary and Secondary Project Managers

FROM: Rose M. LeRoy

SUBJECT: New York State Education Department (NYSED) SIRS Data Reporting Requirements

All school districts, BOCES, and charter schools must adhere to data collection and reporting requirements and deadlines for the 2017–18 school year established by NYSED. Data is reported via the Student Information Repository System (SIRS) and the Basic Educational Data System (BEDS) Institutional Master File (IMF). This memo is to inform you of SIRS data collection and reporting requirements, expectations, and outcomes.

Districts, BOCES, and charter schools must have data collection and input processes in place to ensure data are complete and accurate throughout the entire calendar year and are responsible for reporting their data to a Level 1 (L1) data center. Each L1 data center must transfer data submitted by school districts, BOCES, or charter schools to the Level 2 (L2) Statewide Data Warehouse according to prescribed deadlines. To meet L2 deadlines, L1 data centers must schedule and maintain earlier reporting deadlines to enable the best data support possible and allow sufficient time for processing. The deadline for reporting all 2017-18 data to L2 is the close of business on Friday, August 24, 2018. That is, the last day a L1 data center can submit 2017-18 data to the Statewide Data Warehouse. Please contact your Level 1 data center for their required data reporting deadlines.

Effective immediately, NYSED will no longer accept any data beyond the August 24, 2018 deadline. This includes one-off requests from schools, BOCES, charter schools, or level 1 centers and data collected through the “Summer Cleanup Process”. This change is to ensure NYSED’s State and federal reporting deadlines are met and stakeholders can be provided data in a timely manner.

In the past, the Department accepted changes to 3-8 ELA and Math data through the
Summer Cleanup process. This process has contributed to excessive delays in NYSED’s ability to publicly report data in a timely manner. An analysis of 2017 data changes from Summer Cleanup show less than 0.01% of all tested students in New York State. In addition, most of Summer Cleanup changes were related to issues with paper-based testing. As we continue to move to full implementation of 3-8 ELA and Mathematics Computer Based Testing, the ongoing need for the process is not necessary. Therefore, the Summer Cleanup processes will no longer be utilized.

School districts, BOCES, and charter schools will continue to have access to the Level 0 Historical (L0H) application. L0H is an online application hosted by the L2 data warehouse. L0H is used to update a select subset of data elements from prior school years only. These data elements include student data domains (demographic, enrollment, programs, and assessments) and staff data (staff evaluation). L0H should not be confused with the Level 0 (L0) application. L0 is used by some districts and schools to load and validate current school year data being sent to their L1 data center or Big 5 Central School District for uploading to the NYSED L2 Statewide Data Warehouse.

District Data Coordinators and L1 data centers are encouraged to utilize the verification reports and reasonableness tools throughout the year to ensure data are complete and correct. These reports are available and refreshed in the Level 2 Reporting environment (L2RPT - [http://www.p12.nysed.gov/irs/level2reports/home.html](http://www.p12.nysed.gov/irs/level2reports/home.html)).

L2RPT reports reflect data in the L2 statewide data warehouse, are made available through distributed applications at the regional L1 data centers and are aggregated to the region at which they are hosted. L2RPTs are designed to help districts, BOCES, and charter schools verify data submitted to the L2 Statewide Data Warehouse. These reports should be used to ensure data quality through the review, verification and correction of data on an ongoing basis. The Department recommends and supports utilization of L2RPT as a best practice to check and verify data on a regular basis, multiple times, throughout the school year. If data must be updated, changes must be made to the local source system and migrated to the L2 statewide data warehouse through the L1 data centers or Big 5 data coordinators.

User accounts for L2RPT access are created and managed by the superintendent or charter school CEO or the superintendent’s or charter school CEO’s Delegated Account Administrator through the State Education Department’s Delegated Account System (SEDDAS) available via the NYSED Business Portal at [http://portal.nysed.gov](http://portal.nysed.gov). Additional support for authorized users of SEDDAS can be found at [http://www.p12.nysed.gov/seddas/seddashome.html](http://www.p12.nysed.gov/seddas/seddashome.html) and may also be provided by your Level 1 data center. Appendix A contains information for how access to L2RPT works for New York City Department of Education (NYCDOE) staff.

Data in the L2 Statewide Data Warehouse is refreshed on a daily or weekly basis (depending on the domain) in Level 2 until the August 24, 2018 end of year deadline. In general, most L2RPT data reports are refreshed weekly at midnight on Fridays. Specific staff data are refreshed in the L2 statewide data warehouse daily and can be viewed through the following L2RPT reports:
• SIRS-317 (Staff Evaluation Rating)
• SIRS-318 (Staff Assignment)
• SIRS-320 (Staff Snapshot)
• SIRS-322 (Staff Tenure).

Districts must work with their RIC or Big 5 data coordinators concerning data loading deadlines. Please see Appendix B, SIRS Reports, for a list of reports to assist with data verification. For additional information concerning End of Year (EOY) L2 statewide data warehouse data and a data certification checklist, visit http://www.p12.nysed.gov/irs/IRSVerificationandCertification.html.

In addition to the verification reports available through L2RPT, other reports are distributed to schools and/or districts throughout the data collection cycle via the Information Reporting Services Portal (IRSP). When reports are posted to the IRSP, an email notification is sent to the Information Officer/District Data Coordinator listed in SEDREF, indicating that a file is available for downloading. It is important that school districts, BOCES, and charter schools ensure their CIOs/Data Administrators are listed in the NYSED SEDREF database to receive notifications. Additional information about the IRSP is available at http://www.p12.nysed.gov/irs/irs-portal/.

It’s imperative to understand, all data are considered public records at any time during the school year. The Department extracts data from the data warehouse throughout the school year as needed. These data extracts may be required for State and federal reporting purposes and for other needs as determined by NYSED program offices. All accountability determinations, State, and federal reporting will be completed with data submitted by school districts, BOCES, and charter schools as of Friday, August 24, 2018.

Dates for important NYSED data extracts were distributed to the field in August 2017. These dates are updated and available at http://www.p12.nysed.gov/irs/. Please review these dates carefully to ensure all data are reported in a timely and accurate manner. Any updates added to the timeline are communicated to L1 regional data centers as they become available. All data collection and reporting changes for the 2017-18 school year are available in the 2017–18 SIRS Manual and “Code Changes” documents available at: http://www.p12.nysed.gov/irs/vendors/home.html. Please review these changes carefully.

Please share this information with district, BOCES, and school personnel who are responsible for data collection and reporting. Full L2 statewide data warehouse reporting guidance is available in the 2017-18 SIRS Manual at http://www.p12.nysed.gov/irs/sirs/home.html. The manual is updated often to provide accurate and complete guidance.

If you have questions about data contained in the L2 statewide data warehouse, contact your Regional Information Center or Big 5 Data Coordinator. For a list of
regional data center contacts, see “RIC/Big 5 Contacts” at http://www.p12.nysed.gov/irs/sirs/ric-big5.html. If you need further assistance, you may contact the Office of Information and Reporting Services by e-mail at datasupport@nysed.gov.

For general assistance with data reporting, NYCDOE schools should contact their Field Support Center Performance and Assessment Lead. NYC charters schools should contact CharterSchools@schools.nyc.gov.

For support with all staff, course enrollment, and course outcomes data, NYC charter schools should review the NYC Charter Data website: nyccharterdatacentral.esboces.org or contact the NYC Charter Data Help Desk at: 631-218-4134.

Thank you for your continued attention and dedication to this important work.
# Appendix A

## NYCDOE Schools and New York City Charter Schools

Access to various NYSED systems differs for New York City Department of Education (NYCDOE) principals, teachers and NYC Charter School Leaders.

<table>
<thead>
<tr>
<th>System Name</th>
<th>NYCDOE Principals</th>
<th>NYCDOE Teachers</th>
<th>NYC Charter School Leaders</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRS Portal (IRSP)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>For any data that NYSED makes available through the IRSP, the NYCDOE will provide alternate access for NYCDOE principals. IRSP information and access for charter school principals are available at <a href="http://www.p12.nysed.gov/irs/irs-portal/">http://www.p12.nysed.gov/irs/irs-portal/</a></td>
</tr>
<tr>
<td>L2RPT Verification Reports</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>The link to the NYC instance of L2RPT is <a href="https://reports.nycenet.edu/Statel2RPTReports">https://reports.nycenet.edu/Statel2RPTReports</a>. For assistance with L2RPT access, NYCDOE-authorized charter schools may contact <a href="mailto:CharterSchools@schools.nyc.gov">CharterSchools@schools.nyc.gov</a>. Board of Regents and SUNY authorized charter schools should contact <a href="mailto:datasupport@nysed.gov">datasupport@nysed.gov</a>.</td>
</tr>
<tr>
<td>NYSED Teacher Access and Authorization (TAA)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>NYCDOE teachers and principals have access to STARS Classroom to review and update class list information. If NYCDOE teachers have questions about this process, they should contact their principals or their school’s STARS administrator.</td>
</tr>
</tbody>
</table>
TO: District Superintendents of BOCES
   Superintendents of Public Schools
   Principals of Public Schools
   Charter School Leaders

FROM: Rose LeRoy

SUBJECT: Reminder 4+1 Graduation Pathway Options

In April 2017, a guidance memo “4+1 Graduation Pathway Options” was sent. In June 2015, the Board of Regents approved the use of additional pathways to graduation for students whose secondary-level curricula is more focused on a particular course of study, such as science, math, CTE, the Arts, or biliteracy. These students may substitute passing the previously required second Regents examination in social studies with passing an additional examination aligned with their pathway or meeting the requirements of a Career Development and Occupational Studies (CDOS) Commencement Credential.

The purpose of this communication is to remind all LEAs responsible for reporting of all student data in SIRS, we are continuing to collect pathway data that will be part of the Grad Rate public reporting release. This data, for January and June Graduates must be reported by the End of Year (EOY) deadline, Friday, August 24, 2018. As a reminder, all data for the 2017-18 school year must be submitted by Friday, August 24, 2018, as per the May 1, 2018 memo “NYSED SIRS Data Reporting Requirement”. All data submitted by the deadline, as reported by LEAs, will be used for all public reporting and all accountability calculations and determinations. No changes to the source data will be accepted for public reporting or accountability calculation and determinations after Friday, August 24, 2018. The reporting deadline for August graduates (ONLY) is Friday, October 12th. No corrections or changes to the source data for August Grads will be accepted after Friday, October 12th.

Reporting Career Path Codes

The New York State Education Department (“the Department”) began collecting data on pathway options used by students in June 2016 for the 2015-16 school year. These data were collected in the Student Information Repository System (SIRS) using “Career Path Codes” and are required to be reported for all students reported with a local or Regents diploma or credential. In 2016-17, the Department further refined and clarified the options that could be reported. The table below shows the Career Path Codes that must be reported beginning in 2016-17 for students reported in SIRS with a
diploma or credential. The Career Path Codes in the table below must be reported for student reported in SIRS with a diploma or credential for the 2017-18 school years.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Definition: Student passes one Regents exam (or an examination from the list of Department-approved alternatives) in each of the following: English, Math, Science, and Social Studies PLUS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>Arts</td>
<td>– passes one Department-approved pathway assessment in the Arts</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
<td>– passes one Department-approved Technical pathway assessment</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
<td>– passes one additional Regents examination in Social Studies</td>
</tr>
<tr>
<td>HUMALT</td>
<td>Humanities Alternative</td>
<td>– passes one additional examination from the list of Department-approved alternative examinations in English or Social Studies</td>
</tr>
<tr>
<td>LOTE</td>
<td>Languages Other Than English</td>
<td>– passes one Department-approved pathway assessment in Biliteracy</td>
</tr>
<tr>
<td>STEMMATH</td>
<td>Mathematics</td>
<td>– passes one additional Regents examination or Department-approved alternative in Mathematics</td>
</tr>
<tr>
<td>STEMSCIENCE</td>
<td>Science, Technology, and Engineering</td>
<td>– passes one additional Regents examination or Department-approved alternative in Science</td>
</tr>
<tr>
<td>CDOS</td>
<td>Career Development and Occupational Studies</td>
<td>– meets the requirements of the CDOS Commencement Credential</td>
</tr>
<tr>
<td>NONE</td>
<td>No Pathway</td>
<td>– Student ends enrollment but does not fulfill the requirements of the other pathways</td>
</tr>
</tbody>
</table>


**Reporting Career Path Code “NONE”**

Students who received a credential but no diploma (i.e., students who received a CDOS Commencement Credential and did not received a local or Regents diploma and students who received a Skills and Achievement Credential) must be reported with Career Path Code “NONE.”

**Reporting Career Path Code “HUM”**

Students must *always* be reported with Career Path Code “HUM” if they passed one Regents or Department-approved alternative in English, Math, and Science *and* two Regents exams in Social Studies, regardless of whether the student also passed additional Regents examinations, Department-approved alternatives, pathway assessments in the Arts, Career and Technical Education, or Biliteracy (LOTE) assessments, and/or met the requirement of a CDOS pathway.
Students should only be reported with a Career Path Code other than “HUM” if the student passed only one Social Studies Regents examination and passed an additional Department-approved pathway assessment or met the requirements for the CDOS pathway (others besides HUM or NONE), or if the student received a credential but no diploma (NONE).

Reporting Career Path Codes for Students with More Than One Pathway

If a student did not use the “HUM” pathway (passed only one Social Studies Regents examination) and met the requirements for multiple pathways (i.e., STEMMATH and STEMSCIENCE), the student should be reported with the Career Path Code for the career pathway with which the student most closely associates.

Sample Career Path Code Reporting Situations

Please use the guidance below to assist you in choosing the correct Career Path Code when reporting your students:

1. If a student passed one Regents exam in English, Math, and Science and two Regents exams in Social Studies, the student must be reported with Career Path Code “HUM,” because the student took two Regents exams in Social Studies.

2. If a student passed one Regents exam in English and Math, two Regents exams in Science, and two Regents exams in Social Studies, the student must be reported with Career Path Code “HUM” because they passed two Regents in Social Studies.

   Though the student met the requirements for both the STEMSCIENCE and the HUM pathways, the student must be reported with the HUM code, as the student did not use the extra Regents Science exam in lieu of the second Regents Social Studies exam to fulfill the graduation requirements.

3. If a student passed only one Regents exam in Social Studies and on Regents exam in English, Math, and two Regents exams in Science, the student must be reported with Career Path Code “STEMSCIENCE,” because the student used the Regents Science exam in lieu of the second Regents Social Studies exam to fulfill the graduation requirements.

4. If a student passed only one Regents exam in Social Studies and one Regents exam in English, Math, Science and a Department approved alternative assessment in Math, the student should be reported with the Career
Pathway Code “STEMMATH” because the student used the Department-approved alternative assessment in Math \textit{in lieu of} the second Regents Social Studies exam to fulfill the graduation requirements.

5. If a student passed \textit{only one Regents exam in Social Studies} and one Regents exam in English, Math, Science, and \textit{a Department-approved pathway assessment in the Arts}, the student must be reported with Career Path Code “ARTS,” because the student used the Department-approved pathway assessment in Arts \textit{in lieu of} the second Regents Social Studies exam to fulfill the graduation requirements.

6. If a student passed one Regents exam in English, Math, Science, \textit{two Regents exams in Social Studies} and \textit{a Department approved pathway assessment in Biliteracy (LOTE)}, the student should be reported with the Career Pathway Code “HUM” because the student did not use the Department-approved pathway assessment in Biliteracy \textit{in lieu of} the second Regents Social Studies exam to fulfill the graduation requirements.

7. If a student passed \textit{one} Regents exam in English, Math, Science, Social Studies, \textit{and a Department-approved alternative assessment in Social Studies}, the student must be reported with Career Path Code “HUMALT,” because the student used the Department-approved alternative assessment in Social Studies \textit{in lieu of} the second Regents Social Studies exam to fulfill the graduation requirements.

8. If a student passed \textit{only one Regents exam in Social Studies} and one Regents exam in English, Math, Science, and a Department-approved alternative assessment in English, the student must be reported with Career Path Code “HUMALT,” because the student used the Department-approved alternative assessment in English \textit{in lieu of} the second Regents Social Studies exam to fulfill the graduation requirements.

\textbf{More Information}

For more information about reporting Career Path Codes for students, please refer to the “Student Reporting Rules” section of Chapter 2 of the \textit{Student Information and Reporting Services (SIRS) Manual} at: \url{http://www.p12.nysed.gov/irs/sirs/home.html}. If you have questions about reporting Career Path Codes, please contact datasupport at: \url{https://datasupport.nysed.gov/hc/en-us}.

Thank you for your continued support in ensuring that data are reported to the Department accurately.
## DEADLINES FOR VERIFICATION AND CERTIFICATION OF 2018–19 SCHOOL YEAR DATA IN SIRS

<table>
<thead>
<tr>
<th>Date/Estimated Date:</th>
<th>Data Extract or Certification:</th>
<th>Purpose of Collection:</th>
<th>Applicable To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 12, 2018</td>
<td>August Graduates, Total Cohort Graduation Rate Reporting</td>
<td>Deadline for districts to submit graduates as of August 31, 2018 for Total Cohort Graduation Rate reporting.</td>
<td>Public School Districts, Charter Schools</td>
</tr>
<tr>
<td>October 12, 2018</td>
<td>Staff Snapshot</td>
<td>Staff Snapshot data should be loaded for the earlier submission of teacher BEDS forms in TAA and ability to load data into other staff and course templates. Additionally, districts must load guidance counselors in Staff Snapshot if they wish to report these staff in the Student template for use with the Graduation Tracker.</td>
<td>Public School Districts, Charter Schools, State Operated Schools</td>
</tr>
<tr>
<td>December 14, 2018</td>
<td>2018-19 ePMF Data Due</td>
<td>Deadline for teachers to submit data (complete ePMF forms). Administrators with entitlements can review and correct forms until the certification date.</td>
<td>Public School Districts, BOCES, Charter Schools, State Operated Schools</td>
</tr>
<tr>
<td>January 4, 2019</td>
<td>2018–19 BEDS Day Enrollment Data Extract</td>
<td>Counts of UPK students are collected for calculating UPK grant funding. Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations. Enrollment counts are also used to create the USED Directory, which is the official directory of all schools and districts for federal reporting which serves as a sampling frame for federal statistical studies, defines the universe for the CRDC, and populates the list of schools used on the FAFSA.</td>
<td>Public School Districts, Charter Schools</td>
</tr>
<tr>
<td>January 4, 2019</td>
<td>2018–19 FRPL Data Extract</td>
<td>FRPL, Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations Enrollment counts are also used to create the USED Directory, which is the official directory of all schools</td>
<td>Public School Districts, Charter Schools</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Details</th>
<th>Entities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7, 2019</td>
<td>2018-19 Data Certification of Special Education Data Elements VR 1-9 through PD Data System</td>
<td>Districts and nonpublic schools are required to certify data as Accurate or Not Accurate. Status will be defaulted to Not Accurate in the PD system for entities that do not certify.</td>
<td>Public School Districts, nonpublic schools, Special Acts, Article 81, State Agencies, State Operated Schools</td>
</tr>
<tr>
<td>February 1, 2019</td>
<td>2018-19 Staff Snapshot and Staff Assignment Data Due</td>
<td>Staff and course counts used for federal reporting. PMF Teacher data will be certified in the TAA system</td>
<td>Public School Districts, BOCES, Charter Schools, State Operated Schools</td>
</tr>
<tr>
<td>February 1, 2019</td>
<td>2018-19 Course Instructor Assignment and Student Class Entry Exit Data Due.</td>
<td>All courses, students and teachers should be current to date. Data can be updated until SIRS closes in August.</td>
<td>Public School Districts BOCES, Charter Schools</td>
</tr>
<tr>
<td>March 22, 2019</td>
<td>2018–19 BEDS Day Enrollment Data Extract</td>
<td>Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations.</td>
<td>Public School Districts, Charter Schools</td>
</tr>
<tr>
<td>March 22, 2019</td>
<td>2018–19 BEDS Day FRPL Data Extract</td>
<td>Used for calculating preliminary State Aid allocations. Also reported to USED via EDFacts. All entities need to show FRPL counts in the March snapshot to be included in the FRPL data submitted to USED.</td>
<td>Public School Districts, Charter Schools</td>
</tr>
<tr>
<td>March/April 2019</td>
<td>2018–19 BEDS Day ELL Counts Data Extract</td>
<td>Reported to USED via EDFacts. Supplies part of the Title III Biennial Evaluation Report. All entities with ELL enrollment must report these students in SIRS with the appropriate ELL Eligible program service code in the March/April BEDS Day Enrollment snapshot to be included in the ELL data file submitted to USED.</td>
<td>Public School Districts, Charter Schools</td>
</tr>
<tr>
<td>June 14, 2019</td>
<td>2018-19 Staff Assignment (Principals data) Data Due</td>
<td>Used for 2018-19 Principal State-provided growth score calculation purposes.</td>
<td>Public School Districts, BOCES, Charter Schools</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Due Date</td>
<td>Details</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 14, 2019</td>
<td>Submit final TSDL (Staff Student Course) and Staff Assignment data, including linkage and duration, for all teachers and principals to be used for 2018-19 teacher and principal State-provided growth score calculation purposes. Staff Student Course records should be verified using the L2RPT SIRS-315 Teacher Student Data Linkage (TSDL) Verification Report.</td>
<td></td>
<td>Public School Districts, BOCES, Charter Schools</td>
</tr>
<tr>
<td>June 21, 2019</td>
<td>Certify the accuracy of the data submitted as of the reporting deadline (Certification of Principals only in Staff Assignment) in the NYSED Business Portal. Staff Assignment records should be verified using the Level 2 SIRS-318 Staff Assignment Verification Report.</td>
<td></td>
<td>Public School Districts, BOCES, Charter Schools</td>
</tr>
<tr>
<td>July 5, 2019</td>
<td>2018–19 scores for Regents exams (including June 2019 records) and approved alternatives to Regents exams to be used in principal evaluation growth score calculations.</td>
<td></td>
<td>Public School Districts and Charter Schools</td>
</tr>
<tr>
<td>August 23, 2019</td>
<td>2018-19 Special Education Data Elements: VR13, VR15, and VR16 through the PD Data System</td>
<td></td>
<td>Public School Districts</td>
</tr>
<tr>
<td>August 23, 2019</td>
<td>Data must be submitted to Level 2 by 11:59 P.M. on due date. Used for federal and State reporting purposes, for State Aid allocations, and to make accountability status determinations.</td>
<td></td>
<td>Public School Districts, Charter Schools, State Agencies, BOCES, Nonpublic Schools</td>
</tr>
<tr>
<td>August 23, 2019</td>
<td>Overall Ratings &amp; Subcomponent scores for districts implementing an APPR plan under Education Law 3012-d. Staff Evaluation data submission is one factor in a school district’s eligibility for 2019-20 State Aid.</td>
<td></td>
<td>Public School Districts, BOCES</td>
</tr>
<tr>
<td>August 27, 2019</td>
<td>Certify the accuracy of data submitted as of the end of year (EOY) reporting deadline as applicable per institution.</td>
<td></td>
<td>Public School Districts, Charter Schools (all reports); BOCES;</td>
</tr>
<tr>
<td>Events, Staff Evaluation</td>
<td>September 20, 2019 <strong>Data Due</strong></td>
<td>2018-19 Data and Certification of Special Education Data Elements: VR 11-12 and VR 14 through PD Data System</td>
<td>Nonpublic Schools</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Information relating to each VR</strong></td>
<td></td>
<td>Public School Districts</td>
</tr>
<tr>
<td>September 24, 2019 <strong>Certification</strong></td>
<td>2018-19 Data and Certification of Special Education Data Elements: VR 11-12 and VR 14 through PD Data System</td>
<td><strong>Information relating to each VR</strong></td>
<td>Public School Districts</td>
</tr>
<tr>
<td>October 11, 2019</td>
<td>August Graduates, Total Cohort Graduation Rate Reporting</td>
<td>Submission of August 2019 diplomas for students in the 2013 and 2014 total cohorts.</td>
<td>Public School Districts, Charter Schools</td>
</tr>
<tr>
<td>October 18, 2019</td>
<td><strong>2018-19 Staff Evaluation</strong> Overall Ratings &amp;Subcomponent scores <strong>due</strong></td>
<td>2018-19 Staff Evaluation scores and ratings to fulfill data reporting requirements under Education Law 3012- d. Staff Evaluation data submission is one factor in a school district’s eligibility for 2019-20 State Aid. Further information regarding Staff Evaluation data submission will be available in the fall of 2019.</td>
<td>Public School Districts, BOCES</td>
</tr>
<tr>
<td>October 25, 2019</td>
<td><strong>2018-19 Statement of Confirmation</strong> of Staff Evaluation Rating Verification Report</td>
<td>Certify the accuracy of the Staff Evaluation data submitted as of the October 25 deadline. This form can be accessed and must be submitted via SED Monitoring in <a href="https://www.nysed.gov">NYSED’s Application Business Portal</a></td>
<td>Public School Districts, BOCES</td>
</tr>
</tbody>
</table>

Enrollment, demographic, assessment (including COSF), Special Education End of Year (EOY) Snapshot, and disability program service records for those students who are potential submission records for the VR 11-16 reports must be submitted by August 23, 2019. Districts should use the List of Potential Student Records report contained in the PD Data System to determine that all students eligible to be included in these reports have been reported with accurate information.

**Last Updated May 21, 2018**
Notes:

- BEDS enrollment in the PD System VR1-6 and VR 8 as of January 7, 2019, are reported to USED.
- A staff record must be present in Staff Snapshot before it can be loaded into other staff templates.
- BOCES district superintendents, superintendents and charter school leaders may impose a shorter timeframe for ePMF submissions by teachers.
- Your regional informational center (L1 center) may require an earlier deadline to allow for processing.

Acronyms:

APPR = Annual Professional Performance Review
BEDS = Basic Educational Data System
BOCES = Board of Cooperative Educational Services
COSF = Child Outcomes Summary Form
CRDC = Civil Rights Data Collection
ELL/MLL = English Language Learners/Multilingual Learners
ENL = English and New Language Program
FAFSA = Free Application for Federal Student Aid
FRPL = Free and Reduced-Price Lunch
IDEA = Individuals with Disabilities Education Act
LEAs = Local Educational Agencies
PMF = Personnel Master File
SIRS = Student Information Repository System
TAA = Teacher Access and Authorization
TSDL = Teacher-Student Data Linkage
UPK = Universal Prekindergarten
USED = United States Education Department
VR = Verification Report