



Assistant Commissioner for Data Systems
Information and Reporting Services

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

From: Ken Wagner

Date: May 2011

Re: Updated Guidance on the Collection and Reporting of Teacher and Course
Data in the Student Information Repository System (SIRS)

This memorandum provides important updates on the implementation of federal and State requirements for reporting professional staff and course data for students. This guidance directly addresses three issues:

- (1) Federal and State requirements for charter and other public schools, school districts, and BOCES to report additional student data, including course enrollment and the teachers/principals responsible for a student's instruction;
- (2) The timeline for reporting new data elements; and
- (3) Implementation strategies for collecting and reporting these data.

Please share this memorandum with other staff in your school or district and keep it for future reference.

Federal and State Requirements

Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) requires that the New York State Education Department (NYSED) establish a longitudinal data system (LDS) that includes:

- (1) A teacher identifier system with the ability to match teachers to students; and
- (2) Student-level transcript information, including information on courses completed and grades earned.

In addition, the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State that receives State Fiscal Stabilization Fund (SFSF) funds (which includes, but is not limited to, the competitive "Race to the Top" program) to provide assurances using the following indicators and descriptors for Education Reform Area (A) – Achieving Equity in Teacher Distribution:

- **Indicator (a)(3)** – New York must indicate that the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion; and
- **Indicator (a)(6)** – New York must indicate that the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Chapter 103 of the Laws of 2010 (Education Law §3012-c) requires that, beginning with the 2011-12 school year, classroom teachers in grades 4-8 of common branch subjects or English language arts (ELA) or mathematics who are employed by school districts and BOCES, as well as building principals in school districts and BOCES where such teachers are employed, have forty percent of their composite score of effectiveness be based on student achievement measures as follows: (i) twenty percent based upon student growth data on State assessments or comparable measures of student growth; and (ii) twenty percent based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms¹. These percentages are adjusted to twenty-five and fifteen, respectively, in the first school year for which the Board of Regents has approved use of a value-added growth model. Beginning with the 2012-13 school year, these evaluation requirements will apply to all classroom teachers and principals in school districts and BOCES.

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

Teacher of Record

In order for New York to meet its federal and State requirements, as well as to ensure that the policies on teacher/principal evaluation system are fair and understandable, the Department needs to implement clear procedures for determining the teachers and principals who are responsible for student instruction for evaluation purposes. Generally, a *Teacher of Record* is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course with aligned performance measures. Making these determinations is complicated by the fact that effective instruction is often the outcome of a complex set of instructional relationships that change over time between multiple teachers and students. In addition, school district data systems were not designed for this purpose.

¹ Public charter schools in New York State must also evaluate and support the teachers and principals that they employ. Although charter schools are required to submit data elements (1) through (10), (14), (15), and (17) as described below, they are not required to base teacher and principal evaluation on the prescribed percentages outlined in this paragraph. Rather, they must demonstrate plans for the evaluation, retention, and support of teaching and leadership staff that are aligned with the State's approach to incorporating student status and growth data in the evaluation and support of teachers and school leaders.

NYSED agrees with the Regents Task Force on Teacher and Principal Effectiveness² that it will be necessary to collect additional data elements to support Teacher of Record determinations for teacher and principal evaluations under Education Law §3012-c. These new data elements include information about the multiple teachers who may be assigned to a course section, differential instructional weightings between teachers and individual students, as well as changes in teacher assignment, student enrollment, and student attendance over the duration of a course.

Comprehensive Course Catalog

To ensure comparability among schools and districts, a statewide comprehensive course catalog is required for the reporting of course information. Although schools do not need to adopt these statewide codes for local use, it will be necessary to map local codes to State codes when reporting data to the SIRS. Appendix A lists statewide course codes for all elementary/middle-level courses linked to a State assessment (e.g., Grades 3-8 ELA and mathematics) and for secondary-level courses that prepare students to take a Regents exam upon completion of the course (e.g., Integrated Algebra). NYSED will be working with representatives from the field to develop a course catalog for all remaining courses, to be introduced during the 2011-12 school year.

Data Elements To Be Reported by BOCES, Charter Schools, and Other Public Schools

	Data Element	2010-11	2011-12	2012-13
1	Unique statewide identifier for all teachers who are assigned to a reported course	Yes	Yes	Yes
2	Student enrollment in all elementary/middle-level courses linked to a State assessment (e.g., Grades 3-8 ELA and mathematics), using the statewide standardized course codes contained in Appendix A	Yes	Yes	Yes
3	Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course (e.g., Integrated Algebra) using statewide standardized course codes contained in Appendix A	Yes (Grades 9 to 12)	Yes (Grades 9 to 12)	Yes (Grades 7 to 12)
4	Numeric final course grades for reported secondary-level courses	Yes (Grades 9 to 12)	Yes (Grades 9 to 12)	Yes (Grades 7 to 12)
5	Whether the Regents examination score was averaged in as a component of the final course grades for reported secondary-level courses	Yes	Yes	Yes
6	Indicator of course pass/fail for all reported courses		Yes	Yes
7	Indicator of course completion (credits earned vs. attempted) for reported secondary-level courses		Yes	Yes

² See pp. 64-65 at <http://www.regents.nysed.gov/meetings/2011Meetings/April2011/RegentsTaskforceonTeacherandPrincipalEffectiveness.pdf>

	Data Element (cont'd)	2010-11	2011-12	2012-13
8	Duration of reported course section		Yes*	Yes
9	Student-teacher linkage start/end dates for reported course section		Yes*	Yes
10	Duration of student enrollment - teacher assignment linkage for reported course section		Yes*	Yes
11 ^{NC}	Duration of student attendance - teacher assignment linkage for reported course section		Yes*	Yes
12 ^{NC}	Student-teacher instructional weightings for reported course section **		Yes*	Yes
13 ^{NC}	Student exclusion-from-evaluation flag for reported course section **		Yes*	Yes
14	Student enrollment in all remaining courses, using to-be-determined statewide standardized course codes		Optional	Yes
15	Evaluation composite score (highly effective, effective, developing, ineffective)		Yes	Yes
16 ^{NC}	Evaluation component scores (student growth, local student achievement, other local)		Yes	Yes
17	Other personnel data to be used for value-added modeling and policy purposes (teacher preparation program, teacher preparation pathway, certifications earned, highest degree status, years in teacher or principal role)	Yes***	Yes	Yes
18 ^{NC}	Other personnel data to be used for policy purposes (tenure status)			Yes

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

** Additional requirements to be determined.

*** Data are currently provided by the TEACH Online Services and BEDS Online reporting systems (see below)

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

The following timeline has been established for reporting these data to the SIRS:

2010–11 School Year

Data elements (1) through (5) are required for all school districts, charter schools and other public schools, except that elementary schools (grades K to 6) with traditional common-branch classes, and/or whose student management systems currently do not assign students to teachers on a subject-by-subject basis, are not required to report data element (2) until 2011-12. These data are not required for BOCES until 2011-12.

Although not all student-teacher linkage data elements will be available during the 2010-11 school year, it is necessary to collect statewide teacher and course data in 2010-11 to meet federal requirements, as well as to provide statewide data for analysis and policy purposes. Analyses that will be completed on these 2010-11 data include statistical modeling for the development of a value-added growth model and audit analyses of the relationship between performance on Regents exams and final course grades in the relevant preparation courses.

Please use the following Teacher of Record guidance when reporting these data for the 2010-11 school year:

For courses included in the 2010-11 school year collection (grades 3-8 ELA and mathematics, grades 4/8 science, and secondary-level courses associated with a Regents exam), the Teacher of Record is the **single teacher** who is **primarily and directly responsible** for a student's year-long learning activities that are aligned to the performance measures of the course.

2011–12 School Year

Data elements (1) through (7) are required for all school districts, charter schools, other public schools, **and BOCES**. Elementary school students must be assigned to teachers on a subject-by-subject basis. The comprehensive course catalog will be developed to support the collection of student enrollment and teacher assignment for all elementary-, middle-, and secondary-level courses during the 2012-13 school year. Students will be associated with the principal(s) of their building of enrollment through a matching process with information contained in the SEDREF system (see <http://www.oms.nysed.gov/sedref/home.html>).

Data elements (8) through (13) will be collected from school districts and BOCES to support an expanded Teacher of Record policy for the 2011-12 school year and beyond³, in particular the capacity to assign multiple teachers to course sections and track student-teacher linkages when student enrollments and teacher assignments change over time. Charter schools must report elements (8) through (10), but are not required to report elements (11) through (13).

Data elements (15) through (17) will be collected to support value-added modeling and for other policy purposes. These data will be sourced as described below. Charter schools are not required to report element (16).

2012–13 School Year

Data elements (1) through (18) will be collected for all courses offered by school districts, other public schools, and BOCES. Students will be associated with the principal(s) of their building of enrollment through data collected in the SIRS. Tenure status will be collected to support value-added modeling and for other policy purposes, and will be sourced as described below. Charter schools are not required to report elements (11) through (13), (16), and (18).

Implementation: What Your School, District, or BOCES Needs to Do

The procedures for reporting these data are similar to those already in place for reporting student demographic, enrollment, program service, assessment, and special education data to the SIRS. For technical support, please contact your regional data center personnel listed at <http://www.p12.nysed.gov/irs/nystart/tips.html#contax>.

³ See page 9 of the draft teacher and principal evaluation regulations at <http://usny.nysed.gov/rttp/regs.html>.

Local Data Systems

The keys to successful participation in the statewide data system are student and human resource management systems that contain accurate and complete data for State reporting and subscribe to the appropriate standards for format and content. Schools and districts that have these systems in place will find that transferring data to the SIRS is an efficient process. Schools and districts are strongly advised to empower a data coordinator to provide leadership on the collection of data, oversee changes in and maintenance of the local data management systems, and chair a committee of school/district staff charged with ensuring the accuracy of data. This individual should have the authority to assign tasks and deadlines, as required.

An overview of the processes for reporting staff and student course data is as follows:

1. For the initial teacher/course data collection, NYSED provided a statewide unique identifier for every certified professional or person who has been fingerprinted to meet public school employment requirements, who was reported as employed by a school district or charter School or BOCES as of October 6, 2010 ("BEDS Day"), and whose information was contained in the TEACH Online Services system (additional information on TEACH can be found at <http://www.highered.nysed.gov/tcert/teach/home.html>). These identifiers were extracted from TEACH and are available to authorized personnel through the Information and Reporting Services Portal (IRSP) application on the NYSED Business Portal at <http://portal.nysed.gov>. Information on how to access the IRSP can be found at <http://www.p12.nysed.gov/irs/irs-portal>. Information on how to provision accounts for authorized users can be found at <http://www.p12.nysed.gov/seddas/seddashome.html>.
2. Statewide unique identifiers for professionals not contained in the file provided by NYSED (e.g., a new staff member not employed by the school or district on BEDS Day) are available through TEACH via the NYSED Business Portal at <http://portal.nysed.gov>. Authorized school district personnel may retrieve these identifiers on an as-needed basis.
3. Schools and districts should develop a process to enter and maintain the TEACH identifier in the local human resource management system for all existing and newly hired staff.
4. Local course codes will need to be matched to the statewide standardized course codes in Appendix A. In addition, course terms (e.g., full year, semester, etc.) will need to be identified, and, if necessary, final course grades for reported secondary-level courses will need to be converted by your student management system to a numeric scale. Finally, reported secondary-level course information must indicate whether or not the Regents examination score was a factor in the final course grade. This indicator is necessary for validity studies that determine the statistical relationship between Regents examination scores and final course grades.
5. For the 2010-11 school year, data elements (2) through (5) will need to be extracted from your school's student management system and reported to the SIRS. Data element (1) will need to be extracted from your school's human resource management system to be reported. This process is similar to those used when using current SIRS data reporting extracts.

6. In order to ensure that the 2010-11 Teacher of Record selections are not overwritten with subsequent data loads, please make sure that either a) the Teacher of Record for state reporting purposes remains the teacher assigned to the course section in your local management system for the entire school year or, if the assigned teacher has changed in the management system, b) manually modify the extract to include the correct Teacher of Record before sending the information to the SIRS.
7. Beginning with the 2011-12 school year, data elements (6) through (13) will need to be extracted from your school's student management system and reported to the SIRS. The guidelines for use of student-teacher instructional weightings and student exclusion-from-evaluation flags will be distributed once additional policies have been formulated. It is anticipated that data elements (15) and (16) will be extracted from your school's human resource management system. It is anticipated that the information in (17) will be available through the TEACH system (teacher preparation program, teacher preparation pathway, and certifications earned) and the BEDS Online reporting system (highest degree status, years in teacher or principal role; see <http://www.p12.nysed.gov/irs/beds>).
8. Beginning with the 2012-13 school year, data elements (1) through (17) will be sourced as described above through your school's student or human resource management system. It is anticipated that data element (18) will be sourced from your school's human resource management system.

Data Verification

Preliminary teacher/course verification reports will be available in late May 2011. In order to ensure that data are available for your review, please report data elements (1) through (5), as applicable, to the SIRS at least once **prior to May 13, 2011**. Additional roster verification reports will be available to teachers and principals during the 2011-12 school year. Schools are encouraged to plan their data verification processes now, including the identification of personnel responsible for coordinating and supporting these verification efforts.

Planning for 2011-12

To ensure that this process is as seamless as possible, please consider the additional recommended steps below:

1. Verify that your human resource and student management systems will be capable of storing these Teacher of Record and other required data elements in the 2011-12 school year.
2. Plan to report subject-level course enrollment for elementary school students no later than the 2011–12 school year.
3. BOCES and other schools that may not have a student or human resource management system with the capacities described in this memorandum should continue to make the necessary arrangements to comply with these State and federal requirements.
4. Develop the procedures and train staff to implement the collection, reporting, and verification steps outlined above.

Thank you for your continued support as we implement these changes to our data collection and reporting system. If you have any questions about these technical requirements, please contact your regional data center or the office of Information and Reporting Services at (518) 474-7965 or via email at dataquest@mail.nysed.gov.

Attachment

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

Appendix A:
State Course Codes for 2010–11 and 2011-12

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