School District data collection in New York State has been occurring for decades. The volume of data collected and the information available has increased dramatically through the years. Looking at the School Report Card website, you can find in the archives School District Report Cards issued as far back as the 1998-1999 school year. These documents contained six pages of information including the School District’s profile and student performance on the Grade 4 and 8 ELA and Math Assessments and on the High School Regents Exams.

Within a couple of years, that one report grew to three. By the 2001-2002 school year, you can find a Comprehensive Information Report (fifteen pages), an Overview of Performance Report (24 pages) and a Fiscal Supplement (two pages) for each district. This trend continued until the 2011-2012 school year, the final year of traditional reports. Starting in 2012-2013, report cards were now accessed electronically. The information provided not only included student performance but showed information on student growth and on the Annual Professional Performance Review Ratings.

Influence of Technology
Growth in technology is a significant contributing factor in the dramatic increase and improvement in the reporting of student data. We are now able to produce dynamic reports of data tailored to show specific information not only through the School Report Cards but also through internal systems that allow districts to analyze student performance and district accountability data. Recently, reports have been added that allow

IN THIS ISSUE

Affordable Care Act Support Services........... 2
ClearTrack 200 & RTI Edge.......................... 3
Office Professional Institute......................... 4
TSS & OA Member Districts......................... 5
Registration Info.................................. 5
TSS Classes & Slices................................. 6-7
Class Descriptions................................. 8-11
Quick Tip as an Anonymous Tip Line........... 13
Spotlight on Ken Kruppenbacher............... 14
Spotlight on James Arau.......................... 15
MHRC Calendar of Events......................... 16

Continued on page 12
include Grade 3-8 ELA and Math, Grade 4 and 8 Science, NYSESLAT and NYSITELLS exams, NYSSAA, AP and IB Assessments and more. In addition to the growth in those original 2005-2006 reporting requirements, we now report data on every course taken, all teachers assigned to those courses, final grades on every course, credits earned by the student and attendance information for each day.

Outside of the student domain, data are reported on the school calendar for every building, the marking periods within each building and information on staff members and their assignments.

**What Drives The Growth**

You might ask, "Why?" The answer is relatively straightforward. The data are collected in order to meet both Federal and State reporting requirements. In addition to meeting the reporting requirements, the data collected through SIRS are also used to determine the funding a district will receive through various state and federal programs.

Federal Requirements are in the process of being set through the Every Student Succeeds Act (ESSA), which will replace the No Child Left Behind (NCLB) requirements. ESSA requirements are specific to each state but require approval by the United States Department of Education (USDOE). The ESSA Plan is currently being revised. In NY State, the ESSA Plan was proposed by the Board of Regents and made available for public review. Comments and feedback were collected both electronically and through public meetings. The plan was then revised by the Board of Regents based on the feedback received and was submitted to the Governor in September for approval. Upon receipt of that approval, the plan was submitted to USDOE for review and approval.

It is expected that the USDOE will provide feedback in December. Final approval is expected in January or February of next year. Following approval of the plan by the USDOE, the USDOE will work with District and BOCES superintendents, the ESSA Think Tank and other stakeholder groups to develop and provide guidance on the implementation of the plan.

It is obvious that the data collected though SIRS has grown, but that is not the only requirement that is required by school districts. There are several other data collection tasks that are required. Schools report additional Special Education information through the PD System. Behavior information is reported through the VADIR system, Food Lunch Program information is reported through the Child Nutrition system, Basic Educational Data (BEDS) are reported through the Institution Master File and School Climate/Culture information is now being reported through School Climate Surveys.

**Future Growth**

When State data reporting is being discussed, a commonly heard phrase is “the requirements only increase”. This has obviously proven true over the past decade or so. With the new requirements being set through ESSA, it looks like this trend will continue for the foreseeable future.