DISTRICT DATA COORDINATOR TASK LIST

APRIL 2019

Welcome to the April 2019 edition of the task list for District Data Coordinators in the Mid-Hudson region. Here, you will find important information, deadlines, and tips regarding action items for this month.

As always, you can contact the Coordinated Support Services team with questions at the number and email above. Please see the Helpful Links section at the end of this document for additional resources.

NEED TO KNOW FOR APRIL

Here are some important items you’ll need to be aware of and act on this and next month. *ALL dates and times are subject to change without notice.*

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THE DETAILS

Use the following as a checklist for items that will need your attention this month.

DATA REPORTING PRIORITIES

☐ Import # 15 (for N-W districts only), # 16 and #17 for all districts — all domains
☐ Verification
  ☐ Review L2RPT Reasonableness report to identify any student groups that are significantly different from last year. Research those discrepancies and update as needed.
  ☐ Review Total Cohort Reports to ensure all students are assigned to the correct cohort
  ☐ Review UIAS Reports (SIRS-710), make updates as needed
  ☐ Review SIRS-330 Student Class and Course Instructor Verification Report (combined report for Course Instructor Assignment and Student Class Entry Exit extracts) to ensure accurate reporting prior to upcoming Data Pull
Review SIRS-315 Teacher Student Data Linkage (TSDL) Verification Report to ensure accurate reporting prior to upcoming Data Pull and Certification

- Facilitate teacher review of TSRV data in the TAA System
  - Update information as needed prior to upcoming Data Pull and Certification

Student Data

- Continue to ensure all Program Service records are entered as applicable, including:
  - Immigrants (8282)
  - Students with Parent on Active Duty in the Armed Forces (8292)
  - Child in Foster Care (8300)
  - CDOS Credential Eligible Coursework (aka Student Working Towards a CDOS Credential) (8271)

- Course Instructor Assignment & Student Class Entry Exit Data – based on reviews, update as needed
- Staff Student Course Data – based on reviews, update as needed
- Identify Students participating in CTE programs both at BOCES an in High School courses
- Identify Dual/Concurrent enrollments
- Import Title I – Part A data for all students who receive services through any of the following, as needed:
  - A Schoolwide Program (0411)
  - A Targeted Assistance Program (0286)
  - Supplemental Educational Services under NCLB (5533) along with appropriate Title I Targeted Assistance Service records

- Ensure ELL/MLL data accuracy prior to public release
  - Home Language (ensure SMS is not defaulting to English)
  - LEP Years: should report the number of years a student is enrolled in an ENL or TBE program including years in prior NYS districts
  - 2018-18 data should also be reviewed and updated through Level 0 Historical prior to public release

- Ensure accurate and timely data prior to data pull for Stand Alone Field Testing (SAFT)

- SPECIAL EDUCATION
  - Continued reporting of students who are referred or who are determined to require services

- STAFF DATA (HUMAN RESOURCES/FINANCIAL MANAGEMENT/STAFF EVALUATION)
  - Updates as needed for TSDL Review
  - Continue reporting of newly hired staff
  - Import Staff Tenure data for all Staff identified as TEACHER or PRINCIPAL
  - Report staff members who are not eligible for tenure with appropriate Tenure Code and Tenure Area Code
  - Import Staff Attendance data
  - Ensure accuracy of all staff data
    - Staff Snapshot
    - Staff Assignment
    - Staff Tenure
    - Staff Attendance

- VERIFICATION (L2RPT REPORT REVIEW)
  - SIRS-330 Student Class and Course Instructor Verification Report
  - SIRS-315 Teacher Student Data Linkage (TSDL) Verification Report
TAA-Teacher Student Roster Verification (TSRV) Application Reports
SIRS-351 Student Attendance Summary Report
SIRS-360 Attendance Absence Summary Report
SIRS-361 Year to Date Attendance/Absenteeism Report
SIRS-370 Day Calendar Summary Report

STUDENT MANAGEMENT SYSTEM

DEMOGRAPHICS

☐ Ensure all newly enrolled students have all required demographic data as applicable
   ☐ High School Students need a valid Grade 9 Entry Date

ENROLLMENT

☐ Ensure all newly enrolled and newly exited students have all required enrollment data as applicable, including:
   ☐ Accuracy of Start and End dates to avoid overlapping enrollments with other districts
☐ When enrolling Out of District Students:
   ☐ Ensure valid location codes (define new codes as needed)
   ☐ Indicator of placement out of district (if needed)
☐ Resolve Enrollment issues reported in SIRS 710 – UIAS reports, including:
   ☐ Disappearing Students
   ☐ False Dropouts
   ☐ False Transfers
   ☐ Simultaneously Enrolled Students
   ☐ Update Level 0 Historical as needed to resolve Enrollment issues reported in SIRS-710 (UIAS report) that span multiple years
☐ Ensure all enrollment data is complete prior to data pull for SAFT

PROGRAM SERVICES

☐ Ensure all newly enrolled students have all required program information based on Student Groups as applicable. Program data can be reviewed through SIRS-401 Reasonableness Report.
☐ Identify and report eligible students who meet the criteria for the following:
   ☐ 8271: CDOS Credential Eligible Coursework (aka: Student Working Toward a CDOS Credential)
   ☐ 8282: Immigrant
   ☐ 8292: Student with a Parent on Active Duty in the Armed Forces
   ☐ 8300: Child in Foster Care
☐ Ensure all homeless students are reported correctly
   ☐ Start and end dates
      ☐ 8262: Homeless Student Status
      ☐ 8272: Homeless Unaccompanied Youth Status
      ☐ 0892: Title I – Part A: Homeless student with Set-Aside Funds
Prepare to report Career and Technical Education Programs. This information cannot be finalized until final grades have been issued to determine credits earned. However, preliminary identification of courses, teachers and students can begin.

- Identify students who participated in CTE course at BOCES at any point in the 2018-2019 school year including:
  - Enrolled full time at BOCES
  - Enrolled in the HS and attending BOCES CTE part time
  - Enrolled in a BOCES Alternative High School program and attending BOCES CTE part time
  - Enrolled in AHSEP and attending BOCES CTE part time
  - Attended a BOCES CTE course but no longer enrolled in the course or in the district
- Identify students who participated in a HS course in one of the six CTE content areas that is taught by a teacher certified in that CTE content area. Include students who participated at any point in the 2018-2019 school year.
- Determine the following information for each student identified above:
  - Location code of the BEDS Provider (the BOCES BEDS Code if the program is being offered at the BOCES location)
  - The appropriate CIP code for the program
  - For HS students taking CTE courses in more than one content area, determine which area will be reported. Students enrolled in the High School who take eligible courses across more than one of the content areas that form a cohesive concentration are reported with the code that represents where most of the student’s time is spent
  - Start and Exit dates
  - Program Intensity for the student (Enrollee, Participant, or Concentrator)
  - Program Endorsement Indicator – indicating if the specific program has been approved by NYSED (only those students who complete a CTE Endorsed program are eligible to receive a Technical Endorsement on their High School Diploma).
- Identify students who may require more than one CTE Program Service record
  - A student who is enrolled in more than one location during the school year and participated in a CTE program while enrolled in more than one location would have two records with different BEDS Provider codes
  - A student who changes programs during the school year would have two records with appropriate start/end dates and Program Intensity Levels for each program.
- For schools identified as Schools in Improvement Status under Title I for the current school year, identify and report students who receive Supplemental Educational Services under NCLB (Program Service Code 5533) for all appropriate students
- Identify and report students receiving Title I – Part A: Improving Basic Educational Services for both Schoolwide Programs (0411) and Targeted Assistance Programs (0286). For students receiving Services through a Targeted Assistance Program, report all appropriate Title I Services in Targeted Assistance Programs Codes
- Ensure all program service data is complete prior to data pull for Stand Alone Field Testing (SAFT)

**ASSESSMENT**

- Identify Students who have taken or will be taking Alternative Regents Exams that will be used to meet graduation requirements. See ALTREG, Regents Alternatives in the SIRS Manual.
- Identify students planning to take AP or IB Assessments that are required to be reported for 2017-2018. See CCR, College and Career Readiness Assessments list in the SIRS Manual.
Identify students with Global Science exemption
Identify students with new Military exemptions

**ATTENDANCE**

- Review student attendance for students who have unexcused absences for 20 consecutive days of school
  - According to district practice, enter ending enrollment information as appropriate
- Report full day Out of School suspensions accurately
- Report all Day Calendar information correctly for all buildings, including
  - Instructional Days
  - Delayed openings/Early Dismissals
  - Closures due to weather related conditions
  - Full Day Superintendent’s Conference Days
  - Regents days
- Review SIRS-351, SIRS-360 and SIRS-361 for Chronic Absenteeism. Ensure accuracy of:
  - Excused/Unexcused counts for all students
  - Full day ISS and OSS events
  - Partial day ISS and OSS events
    - Two half days do NOT report as a full day
  - Absence and suspensions are not reported for Non-instructional days
  - Attendance/absences for students who are receiving Home Instruction
- Review SIRS-110 & SIRS-111 for Suspensions
- Review attendance reports to ensure accuracy of Excused/Unexcused counts for students
- Review SIRS-370 Day Calendar Summary Report for all buildings to ensure day types are accurately reported and the following:
  - Day Type should accurately reflect Instructional Days and Non-Instructional Days
  - Delayed openings/Early Dismissals have been reported
  - Closures due to weather related conditions have been reported
  - Superintendent’s Conference Days and Regents (Attendance taken and Attendance not taken) are reported correctly

**COURSE**

- Report Primary Teacher for all sections of every reportable course
- Indicate Special Education Teachers as Primary Special Education teacher for all appropriate courses/sections
- Indicate ENL teachers as Primary ENL teacher for all appropriate courses/sections
- Record teacher start/end dates for each course/section
- Dual/Concurrent Enrollment
  - Identify Courses that provide the opportunity for students to receive dual (HS and College) Credit. Note: AP courses should not be included in this group.
  - Identify and report students taking these courses that are attempting to receive dual credit (students are not required to pass the course for this indicator to be reported; however, they must be actively pursuing the college credit, i.e. they must have paid any required fee to obtain the college credit).
- Update Course Codes for all second semester courses:
  - Add codes for new courses
☐ Review new and deleted codes from NYSED and make changes as needed

**STAFF STUDENT COURSE**

☐ Record Teacher start/end dates accurately
☐ Ensure all teachers linked to a 3-8 ELA or Math course or a HS Math course have the appropriate state codes
☐ 3-8 Courses linked to ELA/Math Assessments and High School Math only
☐ Identify the teacher of record (TOR) for each course

**COURSE INSTRUCTOR ASSIGNMENT – ALL COURSES**

☐ Link teachers to correct courses/sections
☐ Identify:
  ☐ Primary Teachers
  ☐ Primary Special Education Teachers
  ☐ ENL Teachers
  ☐ Instructor delivery method
  ☐ Primary Language
☐ Ensure accuracy of Teachers start/end dates
☐ Ensure all Librarians (Library Media Specialist) are reported in Course Instructor Assignment.
  o No Student Class Entry Exit records are required to be reported for teachers in this area that do not have specific course assignments.

**STUDENT CLASS ENTRY EXIT**

☐ Ensure students are recorded in correct course/sections with appropriate
  ☐ Entry Date
  ☐ Exit Date, if applicable
  ☐ Dual/Concurrent Enrollment Indication, if applicable

**SPECIAL EDUCATION MANAGEMENT SYSTEM**

☐ Continue to review Program Service data and associated Demographic and Enrollment records to ensure accurate reporting for all Special Education Students
☐ Program Fact files will continue to be automatically imported into Level 0 on a daily basis
☐ Work with Special Education Department as needed to resolve any errors

**TESTING**

**PAPER**

☐ ELA Administration, make-ups, and scoring
☐ ELA answer sheets due back to MHRIC Testing department April 17, by 4 pm

**CBT-ELA & MATH**

☐ ELA Administration, make-ups, and scoring
ELA Lessons Learned Webinar April 12

Load Math Students to Nextera

Math Test Tabs opens & can print student login tickets
  o NOTE: Wait to print login tickets until all classes & accommodations are set

Math administration begins April 30

Administrators run the Testing Status Details report during CBT administration

CBT FIELD TESTING

- Load students to Nextera Admin
- Order June Regents exam booklets by April 12

HUMAN RESOURCES/FINANCIAL MANAGEMENT/STAFF EVALUATION SYSTEM

STAFF SNAPSHOT

- Report data for all newly appointed Staff members (as needed)
- Update as needed from TSRV review
- Ensure all Teachers and Principals that were appointed after BEDS day but will be evaluated for the current school year have a Staff Snapshot record. The Staff Snapshot record is required for all Staff who will receive an Evaluation at the end of the school year.
- Ensure all Teachers who are identified as a Teacher of Record for all reportable classes (i.e. will be linked to students) have a Staff Snapshot record for the current school year.

STAFF ASSIGNMENT

- Ensure staff members are reported with an assignment for each building/grade level to which they are assigned.

STAFF TENURE

- Report a tenure record for ALL reported teachers.
- Ensure all staff members reported as TEACHER who are not eligible for tenure (i.e. long term subs) are reported with a Tenure Status Code of NOTTENELIG (Not Tenure Eligible) and the appropriate Tenure Area Code based on their teaching assignment.

STAFF ATTENDANCE

- Review teacher and principal attendance data to ensure accuracy

MISCELLANEOUS

- Check for updated SIRS Manual (version 14.10 available as of 3/8/19)
- Get updated eScholar Templates, if required
HELPFUL LINKS

- L2RPT Report Guides

- NYSED Information and Reporting Services Calendar

- SIRS Manual

- eScholar Templates (from Vendor landing page)

- Office of Information and Reporting Services (IRS) Home Page
    - 2018-2019 Reporting Memo
    - 2018-2019 SIRS Timeline

- Vendor Landing Page

- Teacher/Staff Data Resources

- Level 0
  - [https://level0.mhric.org/nysedvalidation/LogIn.aspx](https://level0.mhric.org/nysedvalidation/LogIn.aspx)

- Level 0 Historical
  - [https://l0historical.nyseddata.org/](https://l0historical.nyseddata.org/)

- Level 1
  - [https://dataview.wnyric.org/ibmcognos/bi/?CAMNamespace=WNYRIC%20LDAP](https://dataview.wnyric.org/ibmcognos/bi/?CAMNamespace=WNYRIC%20LDAP)

- Level 2
  - [https://dataview.wnyric.org/ibmcognos/bi/?CAMNamespace=stateLDAP](https://dataview.wnyric.org/ibmcognos/bi/?CAMNamespace=stateLDAP)

- MHRIC
  - [https://www.mhric.org/](https://www.mhric.org/)