

CIO/DDC Meeting

My New Years Resolution?

I'll probably keep it at
1280x1024 like always.

Thanks for asking.



January 9, 2019



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“The Compact”

Officially known as: *The Interstate Compact on Educational Opportunity for Military Children*

Purpose: To minimize the stress and barriers to success that a change in school can bring to students of active duty military families.

Under the Compact, certain children of active duty military families *in transition* are permitted, under certain circumstances, to substitute (*certain*) assessments taken at a (*certain*) previous school for (*certain*) required Regents Examinations toward a diploma.

When enrolling and educating children of active duty military personnel in transition, school districts and charters must adhere to requirements outlined in the Compact. If students transferring from out of state are exempt from any Regents examinations required to earn a local or Regents diploma, these assessments records must be reported using the Military Compact Exempt assessment measure descriptions, the date of the decision, and a score of “65”. This score of “65” is only for cohort reporting and must not be recorded on the student’s transcript or permanent record.

For more information, see <http://www.nysed.gov/curriculum-instruction/interstate-compact/>.



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The Compact (FAQs)

- Frequently Asked Questions

- <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nyscompactfaqsept17.pdf>

- For example:

8. What does it mean to be "In transition"?

In "transition" means either:

- The formal and physical process of transferring from school to school as a result of military orders;
- or
- The period of time that a student moves from one school in the sending state to another school in the receiving state.



New Compact Assessment Descriptions and Codes

Military Compact Exempt Global History :: MC403
Military Compact Exempt U.S. History&Gov't :: MC404
Military Compact Exempt ELA :: MC405
Military Compact Exempt Algebra I :: MC406
Military Compact Exempt Algebra II :: MC407
Military Compact Exempt Geometry :: MC408
Military Compact Exempt Living Environment :: MC409
Military Compact Exempt Physical Setting/Chemistry :: MC410
Military Compact Exempt Physical Setting/Earth Science :: MC411
Military Compact Exempt Physical Setting/Physics :: MC412


REM: Interstate Compact on Military Exemptions from Regents examinations (i.e., assessment measure codes MC403 – MC412) use a Standard Achieved Code of 03 and a score of 65.




SIRS Manual 14.6

**New York State
Student Information Repository
System (SIRS) Manual**

**Reporting Data for the
2018–19 School Year**



December 7, 2018
Version **14.6**



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Table of Reporting Responsibility

11) A student with a disability or a student who is referred to the	Nonpublic school	District in which the	Nonpublic school participating in SIRS	Nonpublic school building BEDS code for
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Student Information Repository System Manual Version 14.

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)*	Location/BEDS Code (i.e., Building of Enrollment)
CSE for determination of eligibility for special-education services who is placed in a nonpublic school by a parent/guardian.	(Instructional if in-state; no NYS reporting if out-of-state) Not applicable (Accountability)	nonpublic school is located (if in-state; no NYS reporting if out-of-state - any reporting would be by the out of state district of location to the state of	(Reason for Beginning Enrollment Code 0011) District in which the nonpublic school is located (Reason for Beginning Enrollment Code 3905) No NYS reporting if out-of-state	schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting DataSupport . No NYS reporting if out-of-state



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SIRS MANUAL / Changes since last version

- **Code 5555 — Student enrolled for the purpose of recording a test score (walk-in):** This code is only used when a student enrolls for the sole purpose of taking an assessment and recording a test score. This Reason for Beginning Enrollment Code requires an Enrollment Exit Date and a Reason for Ending Enrollment Code. This code must *not* be used for home-schooled or parentally-placed non-participating nonpublic school students.



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SIRS MANUAL / Changes since last version

- **Code 8294 — School-age children on the roster for census purposes only:** This code is used for children of compulsory attendance age who reside in the district, are not enrolled in any public or nonpublic school, are not registered for home schooling, and are carried on the public school district's roster for census purposes only. This code is also used for children of compulsory attendance age who last attended a charter school and are not enrolled in any public (including charter) or nonpublic school, and are not registered for home schooling. These students are carried on the charter school's roster for census purposes only.

Verbiage added for
CHARTER SCHOOL



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SIRS MANUAL / Changes since last version

- Code 8338** – Incarcerated student, no participation in a program culminating in a regular diploma: (Students who are reported as entering grade 9 in the 2006–07 school year or later and who are placed by court order in prisons or juvenile facilities and do not participate in an educational program that culminates in the award of a regular high school diploma or approved AHSEP program must be reported by the district of reporting responsibility (e.g., the district that is responsible for the student at the time the court order takes place) with a Reason for Ending Enrollment Code 8338 – Incarcerated student, no participation in a program culminating in a regular diploma)

Students who are reported as entering grade 9 in the 2006–07 school year or later and who are placed by court order **outside the district** in prisons or juvenile facilities and do not participate in approved AHSEP programs or programs that result in the earning of credit toward a high school diploma.



NEW* Diploma Type

Local Diploma with Superintendent Determination	Local Diploma with Superintendent Determination	069*	Yes: Local

*068 and 069 can only be used for general-education students who entered high school prior to 2008 or certain students with disabilities, English language learners/Multilingual learners, or students working towards a diploma with CTE endorsement. For more information, see [Diploma and Credential Requirements](#).



NEW* Diploma Type

Current Student: Record Status: Last Update: By:

*denotes a required field

*Student ID: *Last Name: *First Name: MI: *Gender: *Birth Date: *Location Code:

Home Phone: Address: Address 2: City: State: Zip Code:

Guardian: Guardian 2: *Status: *Last Status Date:

Home Room: *Grade Level: Gr. 9 Entry Date: *Dist. Code of Residence: Post-Grad Activity:

Credential Type: Career Path:

- 119 :: Career Development & Occupational Studies Commencement Credential
- 738 :: High School Equivalency (HSE) Diploma
- 085 :: IEP Diploma
- 068 :: Local Diploma
- 612 :: Local Diploma with Career Ed
- 109 :: Local Diploma with Superintendent Determination
- 779 :: Regents
- 721 :: Regents Diploma with AD&Honors&Career Ed
- 187 :: Regents Diploma with AD&Honors&Career Ed Math
- 391 :: Regents Diploma with AD&Honors&Career Ed Math and Science
- 274 :: Regents Diploma with AD&Honors&Career Ed Science
- 187 :: Regents Diploma with Adv Des & Career Ed
- 255 :: Regents Diploma with Adv Des & Career Ed Math
- 289 :: Regents Diploma with Adv Des & Career Ed Math and Science
- 272 :: Regents Diploma with Adv Des & Career Ed Science
- 714 :: Regents Diploma with Adv Des & Honors
- 306 :: Regents Diploma with Adv Des & Honors Math
- 340 :: Regents Diploma with Adv Des & Honors Math and Science
- 323 :: Regents Diploma with Adv Des & Honors Science
- 680 :: Regents Diploma with Adv Designation

Place of Birth: Race 2 Code: Race 5 Code:

dent Data Clear



Did you Know

- **Note:** Homeless students remain FRPL-eligible for the entire school year even if the family secures permanent housing and the student's homeless status ends during the school year.



Did you Know

- *In instances where an ENL teacher is pulling students from classes for ENL services and it is not the same group of students that would allow for a regular roster, districts should report the C.I.A. (Course Instructor Assignment) record using one of the ENL codes (01008 or 51008). In this instance, S.C.E.E.(Student Class Entry Exit) records would not be required.
- 51008: English as a Second Language / Prior-to- Secondary
- 01008: English as a Second Language / Secondary



Deadlines in Feb

- Staff snapshot: ePMF
- Staff Assignment: ePMF
- Course Instructor Assignment: CBT Nextera
- Student Class Entry Exit: CBT Nextera

New L2RPT reports

Suspension Reports
Accountability

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SIRS 110 – Student Daily Suspension Report

School Year: 2018-19
 District Name:
 School Location:
 Finish

Data Refresh Date: Dec 15, 2018
 Attendance Through: Dec 15, 2018

Instructional Day as reported in Day Calendar Template a	b	In-School Suspension (ISS) c	Out-of-School Suspension (OSS) d	Total Number of Students Suspended (In and Out-of-School) (c + d) e	Total Number of Enrolled Students f
Dec 14, 2018	Friday	0	0	0	1,308
Dec 13, 2018	Thursday	3	15	18	1,326

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SIRS 111- School Year Suspension Accountability Report

School Year: 2018-19
 District Name:
 School Location:
 Finish

Data Refresh Date: Dec 15, 2018
 Attendance Through: Dec 15, 2018

Student Subgroup (accountability subgroups are marked with an asterisk (*)	Number of Students Suspended 1 or more school days during the school year (each student is counted only one time regardless of the number of suspension days)			Number of Suspension Days During the School Year			BEDS Day Enrollment h	In School Suspension Rate (ISS) $=(b/h)*100$ j	Out of School Suspension Rate (OSS) $=(c/h)*100$ k
	In School b	Out of School* c	In and Out of School Combined d	In School e	Out of School* f	In and Out of School Combined g			
*All Students	85	67	132	126	602	728	1,302	3.5	5.1
Female	33	32	65	38	153	191	441	3	2.7
Male	32	35	67	88	449	337	461	5	7.8
*Black	18	17	35	18	157	175	127	12.8	13.4
*Hispanic	21	21	42	31	233	264	204	3.1	7.4

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Data Refresh Date: Dec 15, 2018
 Attendance Through: Dec 15, 2018

Student Subgroup (accountability subgroups are marked with an asterisk (*)	Number of Students Suspended 1 or more school days during the school year (each student is counted only one time regardless of the number of suspension days)			Number of Suspension Days During the School Year			BEDS Day Enrollment h	In School Suspension Rate (ISS) $=(b/h)*100$ j	Out of School Suspension Rate (OSS) $=(c/h)*100$ k
	In School b	Out of School* c	In and Out of School Combined d	In School e	Out of School* f	In and Out of School Combined g			
*All Students	85	67	132	126	602	728	1,302	3.5	5.1
Female	33	32	65	38	153	191	441	3	2.7
Male	32	35	67	88	449	337	461	5	7.8
*Black	18	17	35	18	157	175	127	12.8	13.4
*Hispanic	21	21	42	31	233	264	204	3.1	7.4
*Asian/Pacific Islander	0	1	1	0	0	0	0	0	1.8
Asian	0	1	1	0	0	0	0	0	1.9
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	0	0
*White	26	24	50	50	128	178	791	1.8	3.2
*Multiracial	0	0	0	0	0	0	3	0	0
General Education Students	24	42	66	83	412	495	1,093	3.1	3.2
*Students with Disabilities	12	24	36	43	189	243	207	5.8	11.6
Former Students with Disabilities	0	0	0	0	0	0	0	0	0
Not English Language Learner	65	64	129	111	532	643	1,257	3.5	5.1
*English Language Learner	2	3	5	15	70	85	45	4.4	6.7
Formerly English Language Learner	1	1	2	2	2	4	37	2.7	2.7
*Economically Disadvantaged	29	31	60	51	261	312	457	6.3	7
Not Economically Disadvantaged	27	23	50	75	341	416	845	2	4.1
Not Migrant	58	57	115	118	532	650	1,296	3.5	5.1
Homeless	1	2	3	0	22	23	11	9.1	18.2

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What to do with these reports?

Grade	Gender	Ethnicity	Economically Disadvantaged	ELL Eligible	Former ELL	ELL Duration	Disability	Former SWD	Total Combined	Total ISS	Total OSS
09	Male	Hispanic or Latino	YES				Speech or Language Impairment		23	0	23
09	Male	Black or African American							2	0	2
10	Female	Hispanic or Latino	YES						24	0	24
11	Male	Black or African American	YES						7	0	7

What supports are in place to address the student population?

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Looking at suspension rates...

School Retention Linked to Violent Crimes in Adulthood in New Study

By Seetha Jones on January 2, 2019 3:05 PM

Twitter 143



January 18, 2018
Zero-Tolerance Policies and the School to Prison Pipeline

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ESSA Accountability Report

Accountability



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BOCES

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This brief, parent-friendly video about ESSA implementation includes information on ESSA requirements and important changes. The video details the ways that ESSA creates more opportunities for student success through teacher preparedness, parent and community involvement, and a reduction in testing time.

<http://www.nysed.gov/file/5098>

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Focus/Priority in 2017-18...What's my Status for 2018-19? (School)

2017-18 School Year Status	2018-19 School Year Identification Criteria	2018-19 School Year Subgroups Identified	2018-19 School Year Determination for Identified Subgroups	2018-19 School Year Accountability Status for School
Focus or Priority	CSI	All Students group meets CSI criteria OR All Students group 4-year graduation rate total cohort is less than 67% and 5-year and 6-year graduation rate total cohorts are not 67% or above	CSI	CSI
	TSI	Any subgroup meets TSI criteria	TSI	TSI
	CSI and TSI	All Students group meets CSI criteria AND Any subgroup meets TSI criteria	CSI (All Students), TSI (subgroups)	CSI
	Not CSI or TSI	None	Good Standing	Good Standing

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Good Standing in 2017-18...What's my Status for 2018-

2017-18 School Year Status	2018-19 School Year Identification Criteria	2018-19 School Year Subgroups Identified	2018-19 School Year Determination for Identified Subgroups	2018-19 School Year Accountability Status for School
Good Standing	CSI	All Students group meets CSI criteria OR All Students group 4-year graduation rate total cohort is less than 67% and 5-year and 6-year graduation rate total cohorts are not 67% or above	CSI	CSI
	TSI	Any subgroup meets TSI criteria	Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Good Standing
	CSI and TSI	All Students group meets CSI criteria AND Any subgroup meets TSI criteria	CSI (All Students), TSI (subgroups)	CSI
	Not CSI or TSI	None	Good Standing	Good Standing

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What's the difference??



Good Standing

2018-19 School Year Identification Criteria	2018-19 School Year Subgroups Identified	2018-19 School Year Determination for Identified Subgroups	2018-19 School Year Accountability Status for School
TSI	Any subgroup meets TSI criteria	Good Standing: Potential TSI for 2019-20 (GS:PTSJ)	Good Standing

Focus/Priority

2018-19 School Year Identification Criteria	2018-19 School Year Subgroups Identified	2018-19 School Year Determination for Identified Subgroups	2018-19 School Year Accountability Status for School
TSI	Any subgroup meets TSI criteria	TSI	TSI

ESSA Accountability Report (Summary)

District/School Name	17-18 Accountability Status	18-19 Accountability Status for District/School	High School Subgroup Accountability Status									
			All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvantaged	Multiracial
DISTRICT A	Focus District	TD	GS	GS	-	GS	GS	GS	GS	-	GS	GS
ELEMENTARY SCHOOL A	Focus School	CSI	-	-	-	-	-	-	-	-	-	-
ELEMENTARY SCHOOL B	Focus School	GS	-	-	-	-	-	-	-	-	-	-
ELEMENTARY SCHOOL C	Focus School	GS	-	-	-	-	-	-	-	-	-	-
ELEMENTARY SCHOOL D	Focus School	TSI	-	-	-	-	-	-	-	-	-	-
ELEMENTARY SCHOOL E	Focus School	GS	-	-	-	-	-	-	-	-	-	-
MIDDLE SCHOOL A	Focus School	TSI	-	-	-	-	-	-	-	-	-	-
HIGH SCHOOL A	Good Standing	GS	GS	GS	-	GS	GS	GS	GS	-	GS	GS
DISTRICT B	Good Standing	GS	GS	GS	-	-	-	-	GS	-	GS	-
ELEMENTARY SCHOOL F	Good Standing	GS	-	-	-	-	-	-	-	-	-	-
HIGH SCHOOL B	Good Standing	GS	GS	GS	-	-	-	-	GS	-	GS	-
MIDDLE SCHOOL B	Local Assistance Plan	GS	-	-	-	-	-	-	-	-	-	-
DISTRICT C	Good Standing	GS	GS	GS	-	-	GS	GS	GS	-	GS	-
ELEMENTARY SCHOOL G	Good Standing	GS	-	-	-	-	-	-	-	-	-	-
HIGH SCHOOL C	Good Standing	GS	GS	GS	-	-	GS	GS	GS	-	GS	-
MIDDLE SCHOOL C	Good Standing	GS	-	-	-	-	-	-	-	-	-	-

Detailed hands on workshop February 13, 2019 12:30- 2:30
 Schools/Districts that are potential TSI in 19 -20 –
 see Beverly to see if this is you...

Potential TSI Schools...

- There are 55 Elementary/Middle schools preliminarily labeled Potential TSI
- 41 out of the 55 schools are ranked "Level 1" for Composite Performance and Achievement
- All E/M schools labeled Potential TSI were ranked "Level 1" in Combined Composite and Student Growth Level
- All E/M schools labeled Potential TSI were ranked "Level 1" in Average of ELA and Math Academic Progress Level.
- The average participation rate for these subgroups in all 55 elementary scores was 35.37% with an average of 75 in each subgroup.

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Potential TSI Schools...

Effects of Low Participation Percentage

A. Elementary/Middle Schools						
Scenario	Indicators					
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1	Level 1	Level 1	Any Level (None, 1-4)	Any Level	None, 1-4)
2	Either Level 1	Level 1	Level 1	None*	Any One of the	Two is Level 1
3	Either Level 1	Level 1	Level 1	Level 1	Any	Level
4	Either Level 1	Level 1	Level 1	Level 2	Any One of the	Two is Level 1
5	Either Level 1	Level 1	Level 1	Level 3 or Level 4	Both	Level 1

$$PI = \frac{[L2 + (2 \times L3) + (2.5 \times L4)]}{\text{The greater of: number of continuously enrolled students who are tested OR 95% of continuously enrolled student with or without test scores}} \times 100$$

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Potential TSI Schools...ESSA MATH

Level 1	Level 2	Level 3	Level 4
4	9	9	4

n=75

Core Subject Performance Calculation

$$CSP = \frac{[9 + (2 \times 9) + (2.5 \times 4)]}{26} \times 100 = 142.31$$

Weighted Average Achievement

$$WAA = \frac{[9 + (2 \times 9) + (2.5 \times 4)]}{71} \times 100 = 52.11$$

The difference between the denominators is 45. When using a denominator of "95% of continuously enrolled students with or without test scores" (in this example), this is **mathematically equivalent** to these 45 students being accounted for receiving a "Level 1" on the exam. This has a major affect on accountability components that include PI scores for 3-8 ELA and Math.

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Increasing participation rate

		CSFTSI Scenario Table										Criteria for CSFTSI Decision Making										ELA and Math Academic Progress									
		CSFTSI Composite	Lower	Compared	ELC*	ELC/ELC/ELC																									
		1	2	3	4	5	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1		
5	6	7	8	9	10	11	12	13	14	15	20	21	23	28	29	31															
Subgroup	16-19 Accountability Status for Subgroup	Subgroup Met CSFTSI Identification Criteria, or Good Standing	Composite Performance Achievement Level	Students Growth Level	Combined Composite and Student Growth Ld	English Language Proficiency Level	ELA and Math Academic Progress Level	Chronic Absenteeism Level	17-19 Accountability Status	17-19 ELA Acad. Ad.	17-19 ELA Sch. Prog. Level	ELA Academic Progress Level	17-19 Math Acad. Ad.	17-19 Math Sch. Prog. Level	Math Acad. Progress Level	Math Acad. Progress Level Rounded down average of column #43 & #44	Average Participation Rate														
White	Good Standing	Good Standing	3	2	3		1	1	Good Standing	59.4	66.1	1	65.7	72.7	1	1	40.4%														
Hispanic	Good Standing	Good Standing	1	2	1	2	1	2	Local Assistance Plan	69.2	61.8	2	53.6	61.6	1	1	67.5%														
Black	Good Standing	Good Standing	2	2	2		1	2	Good Standing	57.8	59.6	1	51.3	53.6	1	1	50.0%														
All Students	Good Standing	Good Standing	1	3	2	3	1	1	Good Standing	57.8	61.4	1	57.6	64.3	1	1	51.1%														
ED	Good Standing	Good Standing	1	3	2	3	1	1	Good Standing	47.2	51	1	43.7	54.6	1	1	50.8%														

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Not Helpful...



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Parental Notification

Dear Parent,

Your child has an assessment tomorrow.

Thank you


Dear Parents:

Next week, your child will be taking our state's standardized test.

By working together, we can make your child's test experience positive and successful. Here are some suggestions that you can do to help your child succeed:

- ★ Make sure your child gets a good night's rest.
- ★ Have your child eat a healthy breakfast at home or in the cafeteria at school.
- ★ Make sure your child arrives at school on time.
- ★ Gently encourage your child to do their best.

Please take a moment to write an encouraging note on the attached paper. Return this note in a sealed envelope before the test, and I will give it to your child the first morning of testing.



Thanks for your help!

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Resource

5 Things every parent should know about New York State's plan for the Every Student Succeeds Act

NYSED New York State EDUCATION DEPARTMENT
Knowledge is 2019 empowerment

What is ESSA? The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter? New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2015, New York State asked for feedback to design a plan that improves equity, access, and opportunity for all students.


What do parents need to know? Below are highlights of important elements for parents and families in the plan. We encourage you to visit [our ESSA Section of NYSED's website](#) to learn more about the plan.

1 **New York State values a well-rounded education for all.**


Parents and families should know how their child's school is performing in many areas, not just academic subjects. Schools and districts will be measured annually on these indicators

For all schools	For high schools	Future indicators
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who are learning English as an additional language) Chronic absenteeism (absent 10% or more instructional days) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc. 	<ul style="list-style-type: none"> Out-of-school suspensions (beginning with 2018-19 results) Being ready for high school (once data becomes available)

2 **New York State wants to reduce testing time and improve the testing experience.**

 State tests in grades 3-8 English and math will be reduced from three to two days each.

95% The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.

 New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create a language arts tests in students' native languages.

ESSA

Upcoming Collections...

NYSED to load NSC data into existing L2RPT Reports SIRS 601, 602, 603,

604

HS Graduates and Non-Graduates in the 2008 Total Cohort - 4 Year Outcome- Cohort Count = 393 (b)
Enrollment in Postsecondary Institutions

Academic Year (Postsecondary)	Cohort Total Cohort Count	Total Enrollment Postsecondary		by Institutional Level						by Institution Location				by Institution Type			
		Total Enrolled Postsecondary #	Total Enrolled Postsecondary % d=(c/b)*100	Enrolled 4 Year #	Enrolled 4 Year % e=f/(a/c)*100	Enrolled 2 Year #	Enrolled 2 Year % g=h/(g/c)*100	Enrolled Other #	Enrolled Other % i=j/(i/c)*100	Enrolled in NYS #	Enrolled in NYS % k=l/(k/c)*100	Enrolled Outside NYS #	Enrolled Outside NYS % m=n/(m/c)*100	Enrolled Public #	Enrolled Public % o=p/(o/c)*100	Enrolled Private #	Enrolled Private % q=r/(q/c)*100
2013-14	393	228	75.7	122	63.7	101	36.3	0	0	228	87.4	26	12.3	208	68.5	89	32.5
2012-13	393	219	81.2	129	55.2	143	44.8	0	0	219	89.3	24	10.7	229	79.2	89	39.8
2011-12	393	12	3.1	2	16.7	10	83.3	0	0	12	100	0	0	12	83.3	2	16.7

HS Graduates and Non-Graduates in the 2008 Total Cohort - 4 Year Outcome- Cohort Count = 393 (b)

Academic Year (Postsecondary)	Enrolled in Postsecondary (includes students whose last reported status was reported from NSC as Full-time, Half-time, or Less than Half-time)			Graduated with Postsecondary Degree (includes students reported with graduation date and degree and students with graduation date but degree information was not available)			In NSC but Status Unknown (includes students whose reporting college has not defined enrollment status as directory information)			Not in NSC to date (includes students for whom no information was available from NSC)		
	#	%	c=(b/n)*100	#	%	e=(d/n)*100	#	%	g=(f/n)*100	#	%	h=i/(h/n)*100
2013-14	228	67.9		0	0		0	0.0		11	2.8	
2012-13	219	77.1		0	0		0	0.0		16	4.1	
2011-12	12	2.8		0	0		0	0.0		1	0.3	

Data Refresh Date: Apr 8, 2014 12:36:54 PM

HS Graduates and Non-Graduates in the 2008 Total Cohort - 4 Year Outcome- Cohort Count = 393 Enrollment in Postsecondary Institutions

	Total Enrollment Postsecondary	by Institutional Level						by Institution Location				by Institution Type			
		Total Enrolled Postsecondary #	Enrolled 4 Year #	Enrolled 4 Year % d=(c/b)*100	Enrolled 2 Year #	Enrolled 2 Year % e=f/(e/b)*100	Enrolled Other #	Enrolled Other % g=h/(g/b)*100	Enrolled in NYS #	Enrolled in NYS % i=j/(i/b)*100	Enrolled Outside NYS #	Enrolled Outside NYS % k=l/(k/b)*100	Enrolled Public #	Enrolled Public % m=n/(m/b)*100	Enrolled Private #
Enrollment in Postsecondary Anytime Within Six Months of HS Graduation	208	181	60.4	122	39.6	0	0	228	87.7	26	12.3	208	67.5	102	32.5
Enrollment in Postsecondary Anytime Between Months Seven and Twelve from HS Graduation Date	200	181	60.3	119	39.7	0	0	251	88	26	12	202	67.3	89	32.7
Enrollment in Postsecondary Anytime Between Months Thirteen and Eighteen from HS Graduation Date	280	129	63.8	102	36.4	0	0	241	87.1	26	12.9	182	66.8	51	35.2
Enrollment in Postsecondary Anytime Between Months Nineteen and TwentyFour from HS Graduation Date	1	0	0	1	100	0	0	1	100	0	0	1	100	0	0
Enrollment in Postsecondary 18 Year after HS Graduation and also enrolled 2nd Year (Transfer)	251	129	66.2	81	33.8	0	0	223	87.1	21	12.9	121	65	32	35
Enrolled in Same Postsecondary Institution 1st and 2nd Year after HS Graduation	221	149	64.5	82	35.5	0	0	202	87.4	23	12.6	158	63.2	85	36.8

HS Graduates and Non-Graduates in the 2008 Total Cohort - 4 Year Outcome- Cohort Count = 393 (f)

Academic Year	Total Cohort Count	Enrolled in Postsecondary Institutions		Total Graduated Postsecondary		by Institutional Level						by Institution Location				
		Total Enrolled Postsecondary #	Total Enrolled Postsecondary % d=(c/b)*100	Total Graduated Postsecondary #	Total Graduated Postsecondary % e=f/(a/c)*100	Graduated 4 Year #	Graduated 4 Year % g=h/(g/a)*100	Graduated 2 Year #	Graduated 2 Year % i=j/(i/a)*100	Graduated Other #	Graduated Other % k=l/(k/a)*100	Graduated in NYS #	Graduated in NYS % m=n/(m/a)*100	Graduated Outside NYS #	Graduated Outside NYS % o=p/(o/a)*100	
2013-14	393	228	75.7	0	0	0	0	0	0	0	0	0	0	0	0	0
2012-13	393	219	81.2	0	0	0	0	0	0	0	0	0	0	0	0	0
2011-12	393	12	3.1	0	0	0	0	0	0	0	0	0	0	0	0	0

Upcoming Meetings/Workshops

- January 22nd ESSA ELL Growth Calculations - *ELL directors encouraged to attend*
- Interpreting your NYSESLAT data
- Review of SED “ELP Report” – bring report with you on laptop

New York State Education Department
English Language Proficiency Report

District BEDS Code:

District Name:

School Year: 2018-06-30

Grade: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Data Refresh Date: September 7, 2018

School Year	School BEDS	School Name	NYSSIS ID	Grade	Ethnicity	English Language Learner	Students with Disabilities	Formerly Economically Disadvantaged	Students with Interrupted Formal Education	Initial Year ELP Level	Previous Year ELP Level



Register on MLP

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Upcoming Meetings/Workshops

February 13, 2019 ESSA Accountability Training-
Potential TSI Districts/Schools 2019-2020
12:30 PM to 2:30 PM



Register on MLP only open to districts that have a school that is a potential TSI for 19/20

Accountability Status Identification Rules

- A school is TSI if the all students subgroup meets any of the following criteria:
 - A school is TSI if it was in Priority or Focus accountability status in 2017-18, and any subgroup (other than all students) meets any of the following criteria:
 - A school was both CI and TI criteria, the school was identified as a CI School for the all students subgroup.
 - A school was identified as CI or TI in a school training system.
 - A district with any school in CI or TI status, or a Focus District meeting CI/TI criteria in a Target District.
 - A district was identified as a Target District in a school training system.

Column #	1	2	3	4	5	6	7
TSI							2019 Accountability Status (CI, TI, or Focus District)
TSI							2019 Accountability Status (CI, TI, or Focus District)

Look a column 7 to see if you have a school that is a potential TSI for 19-20

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Upcoming Meetings/Workshops

- February 12th CIO/DDC Meeting **Cancelled**
- Next CIO/DDC Meeting March 12, 2019 1 -3 PM



Register on MLP

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NYS Draft Report Cards

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Previous NYS Report Cards - NCLB

NEW YORK STATE / NASSAU COUNTY

NASSAU COUNTY - SCHOOL REPORT CARD DATA [2016 - 17]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

[Report Card Data](#) - [Glossary of Terms](#) | [Accountability Data](#) - [Glossary of Terms](#) | [Business Rules](#)

— What data would you like to see?

Profile Data

- Enrollment
- Average Class Size
- Free and Reduced-Price Lunch

Assessment Data

- Grades 3-8 English Language Arts
- Grades 3-8 Mathematics
- Grades 4 & 8 Science
- Recently Arrived ELL Students
- Total Cohort in Secondary-Level ELA, Math, Global History & Geography, U.S. History & Gov't, & Science
- Regents Exams
- Regents Competency Tests
- New York State Alternate Assessments
- New York State English as a Second Language Achievement Test

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3 New ESSA Report Card Templates

1. SCHOOL AND DISTRICT REPORT CARD

- ESSA Accountability Overall Status
- Elementary / Middle and High School Indicators
- Annual ESSA Data Requirements

2. STUDENT ENROLLMENT

- K-12 Enrollment Counts, Enrollment by Gender, Enrollment by Grade, FRPL counts

3. STUDENT AND EDUCATOR DATA REPORT

- Average Class Size, Student Attendance, Student Suspensions
- Staff Counts, Teacher Attendance, Teacher Turnover

2. New Student Enrollment Report Card

NY STATE – STUDENT ENROLLMENT [2017 – 18]

Glossary of Terms | Business Rules | Database

ENROLLMENT BY GENDER				K-12 Enrollment:			
Male		Female		Male		Female	
#	%	#	%	#	%	#	%

ENROLLMENT BY ETHNICITY			
American Indian or Alaska Native			
#	%	#	%
Black or African American			
#	%	#	%
Hispanic or Latino			
#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander			
#	%	#	%
White			
#	%	#	%
Multiracial			
#	%	#	%

OTHER GROUPS							
English Language Learners		Students with Disabilities		Economically Disadvantaged		Migrant	
#	%	#	%	#	%	#	%
Homeless		Foster Care		Armed Forces Parent			
#	%	#	%	#	%	#	%

ENROLLMENT BY GRADE							
PRE-K (HALF DAY)		PRE-K (FULL DAY)		K (HALF DAY)		K (FULL DAY)	
#	%	#	%	#	%	#	%
1 ST GRADE		2 ND GRADE		3 RD GRADE		4 TH GRADE	
#	%	#	%	#	%	#	%
5 TH GRADE		6 TH GRADE		UNGRADED ELEMENTARY		7 TH GRADE	
#	%	#	%	#	%	#	%
8 TH GRADE		9 TH GRADE		10 TH GRADE		11 TH GRADE	
#	%	#	%	#	%	#	%
12 TH GRADE		UNGRADED SECONDARY					
#	%	#	%				

FREE AND REDUCED-PRICE LUNCH			
Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
#	%	#	%

Contents:

- o K-12 Enrollment
- o Enrollment by Gender
- o Enrollment by Ethnicity
- o Other Groups
- o Enrollment by Grade
- o Free and Reduced-Price Lunch

No changes to this data

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3. New Student and Educator Report Card

NY STATE – STUDENT AND EDUCATOR DATA REPORT [2017 – 18]

Glossary of Terms | Business Rules | Database

STUDENTS

AVERAGE CLASS SIZE (2017 – 18)

Grade 4 ELA	Grade 4 Math	Grade 8 ELA	Grade 8 Math
#	#	#	#
ELA III	Algebra I	Geometry	Earth Science
#	#	#	#
Biology	Chemistry	Physics	U.S. History–Comp
#	#	#	#
World History & Geography			
#			

STUDENT ATTENDANCE (2016 – 17)

Student Attendance Rate
%

STUDENT SUSPENSIONS (2016 – 17)

Student Suspension Rate
%

EDUCATORS

STAFF COUNTS (2017-18)

Principals	Teachers	School Counselors	Social Workers
#	#	#	#

TEACHER ATTENDANCE (2016-17)

Teacher Attendance Rate
%

★ New collection

TEACHER TURNOVER (2016-17 TO 2017-18)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
%	%

Two Sections:

- Students
 - o Average Class Size
 - o Student Attendance
 - o Student Suspensions

- Educators
 - o Staff Counts
 - o Teacher Attendance
 - o Teacher Turnover

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Changes to the New School and District Report Card (Template 1)

In previous years, the accountability system measured:

- | | |
|---|---|
| <ul style="list-style-type: none">• At the <u>elementary/middle</u> school level: <ol style="list-style-type: none">1) English language arts (ELA)2) mathematics, and3) science | <ul style="list-style-type: none">• At the <u>high school</u> level: <ol style="list-style-type: none">1) ELA,2) mathematics, and3) graduation rate |
|---|---|



Accountability Measures displayed on Report Cards

- | | |
|--|--|
| <ul style="list-style-type: none">• At the elementary/middle school level: <ol style="list-style-type: none">1) English language arts (ELA)2) mathematics, and3) science | <ul style="list-style-type: none">• At the high school level: <ol style="list-style-type: none">1) ELA,2) mathematics, and3) graduation rate |
|--|--|
-



New York State will use multiple measures (7) of success to identify schools, beginning in 2018-2019

Student Academic Achievement	For all schools , measures achievement on state assessments in English language arts (ELA), math and science. Additionally, for high schools , measures achievement on state assessments in social studies. There are several measures of academic achievement within the system
Student Growth	For elementary and middle schools , measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years
Academic Progress	For all schools , measures student progress on state assessments in ELA and math against long-term goals and interim targets
Graduation Rates	For high schools , measures four-, five-, and six-year cohort graduation rates against long-term goals and interim targets
English Language Proficiency	For all schools , measures the progress of English Language Learners in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT)
Chronic Absenteeism	For all schools , measures the percentage of students who miss 10% or more of the school year against long-term goals and interim targets
College, Career and Civic Readiness	For high schools , measures the percentage of students who are leaving school prepared for college, career and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators

engage^{ny} Our Students. Their Moment. **Note: NYS will add an indicator based on out-of-school suspension rates in 2018-2019 (to be used for school identification after 2020-2021) and will consider adding additional indicators in the future.** 4712

Which measures will Schools be held Accountable for?

For All Schools

- 1) Academic Achievement: English Language Arts (ELA), Mathematics, Science
- 2) Academic Progress toward MIPS
- 3) Progress for ELL's
- 4) Chronic Absenteeism

For Elementary/Middle

- 5) Student Growth


• For High School level, add:

- 1) Academic Achievement: **Social Studies**
- 2) **Graduation Rate**
- 3) **College, Career and Civic Readiness**

Other measures may be added in the future

New York State will hold schools and districts accountable for the performance of these student subgroups

1 All Students	2 American Indian or Alaska Native	3 Black or African American
4 Hispanic or Latino	5 Asian or Native Hawaiian/Other Pacific Islander	6 White
7 Multiracial	8 English Language Learner (ELL)	9 Students with Disabilities (SWDs)
	10 Economically Disadvantaged	



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Beyond those groups, New York State will report on the performance of these additional student subgroups

1 General Education Students	2 Not American Indian or Alaska Native	3 Not Black or African American	4 Migrant Students	5 Not Migrant Students
6 Not Hispanic or Latino	7 Not Asian or Native Hawaiian/Other Pacific Islander	8 Not White	9 Homeless Youth	10 Non-Homeless Youth
11 Not Multiracial	12 Not English Language Learner (ELL)	13 Not Students with Disabilities (SWDs)	14 Military-Connected Youth	15 Non-Military-Connected Youth
16 Not Economically Disadvantaged	17 Male Students	18 Female Students	19 Students in Foster Care	20 Students not in Foster Care

Informational Purposes Only

These groups are new under ESSA.

The state will report on these groups at the state, district and school level, but will not use this data to make accountability determinations. These groups were previously referred to as "Non-AYP Groups."

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How your school performs on these multiple measures:

1. Will determine your NYS Report Card data
2. Will determine your accountability designations

Achievement	➔	How does New York State identify schools for recognition and support?	
Growth		<ul style="list-style-type: none"> • New York uses each of the seven indicators to identify schools. • <u>All</u> public schools will receive one of four designations: 	
Progress		Recognition Schools	A school that is high-performing or rapidly improving as determined by the Commissioner
Graduation Rate		Schools in Good Standing	A school that is not TSI, CSI or Recognition
Eng. Lang. Prof.		Targeted Support and Improvement Schools	A school with low-performing subgroups of students
Chr. Absenteeism		Comprehensive Support and Improvement Schools	A school with low overall performance for the All Students group, a graduation rate below 67%, or a school with low-performing subgroups that have not improved
CCCR Index			

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Previous Accountability Designations

Accountability Designations are labels that school receive when all of the accountability measures are completed. In previous years, they were:

- Reward Schools
- Schools in Good Standing
- LAP School
- Priority School
- Focus Schools

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New Accountability Designations

- Reward Schools
- Schools in Good Standing
- LAF
- Priority Schools
- Focus Schools

Under ESSA

- Recognition Schools
- Schools in Good Standing
- TSI (Targeted Support & Improvement)
- CSI (Comprehensive Support & Improvement)

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1. School and District Report Card

NY STATE – NEW YORK STATE REPORT CARD [2017 – 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

Glossary and Guide | Accountability Status List | Database

+ What data would you like to see?

ESSA Accountability Data

Overall Status

Elementary/Middle-Level Indicators

- Indicator Levels
- Composite Performance
- Growth
- Composite Performance & Growth Combined
- English Language Proficiency
- Progress
- Chronic Absenteeism
- Participation Rate

Secondary-Level Indicators

- Indicator Levels
- Composite Performance
- Graduation Rate
- Composite Performance & Graduation Rate Combined
- English Language Proficiency
- Progress
- Chronic Absenteeism
- College, Career, and Civic Readiness
- Participation Rate

Annual ESSA Data

- Staff Qualifications
- Grades 3-8 English Language Arts
- Grades 3-8 Mathematics
- Grades 4 & 8 Science
- Annual Regents Results
- Total Cohort Regents Results
- New York State English as a Second Language Achievement Test
- New York State Alternate Assessment

Build

Clear

Check All

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School and District Report Card

+ What data would you like to see?

ELEMENTARY/MIDDLE-LEVEL (EM) ACCOUNTABILITY DATA

2018-19 EM Accountability
Status Based on 2017-18 Data:

EM INDICATOR LEVELS						
Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	Level #	Level #	Level #	Level #	Level #	Level #
American Indian/Alaska Native	Level #	Level #	Level #	Level #	Level #	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #	Level #	Level #	Level #	Level #	Level #
Black or African American	Level #	Level #	Level #	Level #	Level #	Level #
Hispanic or Latino	Level #	Level #	Level #	Level #	Level #	Level #
Multiracial	Level #	Level #	Level #	Level #	Level #	Level #
White	Level #	Level #	Level #	Level #	Level #	Level #
English Language Learner	Level #	Level #	Level #	Level #	Level #	Level #
Students with Disabilities	Level #	Level #	Level #	Level #	Level #	Level #
Economically Disadvantaged	Level #	Level #	Level #	Level #	Level #	Level #

EM Core Subject Performance			
Subject	Cohort	Index	Level
All Students			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
American Indian/Alaska Native			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Asian or Native Hawaiian/Other Pacific Islander			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Black or African American			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Hispanic or Latino			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	

EM Weighted Average Performance			
Subject	Cohort	Index	Level
All Students			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
American Indian/Alaska Native			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Asian or Native Hawaiian/Other Pacific Islander			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Black or African American			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	



EM Composite Performance	
Subgroup	Level
All Students	Level #
American Indian/Alaska Native	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #
Black or African American	Level #
Hispanic or Latino	Level #
Multiracial	Level #
White	Level #
English Language Learner	Level #
Students with Disabilities	Level #
Economically Disadvantaged	Level #

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EM Growth (2015-16, 2016-17, & 2017-18)				
Subgroup	Sum of SGPs	# of SGPs	Index	Level
All Students	#	#	#	Level #
American Indian/Alaska Native	#	#	#	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	#	Level #
Black or African American	#	#	#	Level #
Hispanic or Latino	#	#	#	Level #
Multiracial	#	#	#	Level #
White	#	#	#	Level #
English Language Learner	#	#	#	Level #
Students with Disabilities	#	#	#	Level #
Economically Disadvantaged	#	#	#	Level #

EM Composite Performance & Growth Combined	
Subgroup	Level
All Students	Level #
American Indian/Alaska Native	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #
Black or African American	Level #
Hispanic or Latino	Level #
Multiracial	Level #
White	Level #
English Language Learner	Level #
Students with Disabilities	Level #
Economically Disadvantaged	Level #

EM ELP					
Subgroup	# of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	#	#	%	%	Level #
American Indian/Alaska Native	#	#	%	%	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	%	Level #
Black or African American	#	#	%	%	Level #
Hispanic or Latino	#	#	%	%	Level #
Multiracial	#	#	%	%	Level #
White	#	#	%	%	Level #
English Language Learner	#	#	%	%	Level #
Students with Disabilities	#	#	%	%	Level #
Economically Disadvantaged	#	#	%	%	Level #

*Check our website for full 24 page draft document

EM ELA Participation Rate			
Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✓ or ✗	#	%
American Indian/Alaska Native	✓ or ✗	#	%
Asian or Native Hawaiian/Other Pacific Islander	✓ or ✗	#	%
Black or African American	✓ or ✗	#	%
Hispanic or Latino	✓ or ✗	#	%
Multiracial	✓ or ✗	#	%
White	✓ or ✗	#	%
English Language Learner	✓ or ✗	#	%
Students with Disabilities	✓ or ✗	#	%
Economically Disadvantaged	✓ or ✗	#	%

EM Math Participation Rate			
Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✓ or ✗	#	%
American Indian/Alaska Native	✓ or ✗	#	%
Asian or Native Hawaiian/Other Pacific Islander	✓ or ✗	#	%
Black or African American	✓ or ✗	#	%
Hispanic or Latino	✓ or ✗	#	%
Multiracial	✓ or ✗	#	%
White	✓ or ✗	#	%
English Language Learner	✓ or ✗	#	%
Students with Disabilities	✓ or ✗	#	%
Economically Disadvantaged	✓ or ✗	#	%

Recently Arrived ELLs Taking NYSESLAT in Lieu of NYSTP ELA	
Grade	# Taking NYSESLAT
Grade 3	#
Grade 4	#
Grade 5	#
Grade 6	#
Grade 7	#
Grade 8	#

*Check our website for full 24 page draft document

SECONDARY-LEVEL (HIGH SCHOOL) (HS) ACCOUNTABILITY DATA							
2018-19 HS Accountability Status Based on 2017-18 Data:		Recognition School School in Good Standing Targeted Support and Improvement School Comprehensive Support and Improvement School					
HS Indicator Levels							
Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	Level #	Level #	Level #	Level #	Level #	Level #	Level #
American Indian/Alaska Native	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Black or African American	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Hispanic or Latino	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Multiracial	Level #	Level #	Level #	Level #	Level #	Level #	Level #
White	Level #	Level #	Level #	Level #	Level #	Level #	Level #
English Language Learner	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Students with Disabilities	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Economically Disadvantaged	Level #	Level #	Level #	Level #	Level #	Level #	Level #

ESSA Regulations-New Rules of the Game -

1. Schools should ensure that their data is as correct as possible.
2. The Data that is collected and reported will tell your story.
3. Come to the trainings so you can understand the new determination rules
4. Rankings and Levels will be made public (Newsday)
5. Correct Data is of paramount importance now more than ever!

Public Comment Period

- The 30-day [public comment period](#) is open on proposed regulations to implement New York State's Every Student Succeeds Act plan, began on December 26, 2018
- Read more about the proposed regulations here:
<http://www.nysed.gov/essa/news/public-comment-period-proposed-regulations-implement-essa>



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New ESSA Website

For more information and the latest updates on the state's ESSA planning, please visit the NYSED Every Student Succeeds Act (ESSA) webpage:

<http://www.nysed.gov/essa>



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January-March Deadlines

- **January 31**
 - 2018-19 **Staff Snapshot (SIRS-320) and Non-teaching Staff Assignment (SIRS-318)** Data pull
 - Course Instructor Assignment and Student Class Entry Exit Data Due
- **February 1**
 - **CEO Certification of ePMF forms**
- **March**
 - Beds Day ELL Counts due
- **March 21**
 - 2nd data pull for BEDS Day Student Enrollment Reports



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