
Audit Report

Roosevelt Union Free School District
Data Accuracy and Reliability

For the Period

July 1, 2003 through June 30, 2009

SD-1110-01

June 21, 2011

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Audit Services
Albany, New York 12234





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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June 21, 2011

Bishop J. Raymond Mackey
Board President
Roosevelt Union Free School District
240 Denton Place
Roosevelt, NY 11575

Dear Bishop Mackey,

The following is our final audit report (SD-1110-01) on the Roosevelt Union Free School District's cohort data for the 2003, 2004, and 2005 cohort years. The audit was conducted pursuant to Education Law Section 305 and the Board of Regents/State Education Department Strategic Plan – Goal #5 which states: "Resources under our care will be used or maintained in the public interest."

Ninety days from the issuance of this report, District officials will be asked to submit a report on actions taken as a result of this audit. This required report will be in the format of a recommendation implementation plan and it must specifically address what actions have been taken on each audit recommendation.

I appreciate the cooperation and courtesies extended to the staff during the audit.

Sincerely,

James A. Conway

Enclosure

c: Commissioner King, V. Grey, K. Slentz, I. Schwartz, C. Szuberla, K. Wagner, J. Delaney, B. Porter, A. Timoney (DOB), J. Dougherty (OSC), R. Harris, T. Rogers (District Superintendent Nassau BOCES)

Executive Summary

Student data provides critical information to school leaders, parents, and the public. The New York State school report card is an important tool to measure the success of the Board of Regents efforts to raise learning standards for all students. School districts report student enrollment and assessment data to the State Education Department (Department) through the Student Information Repository System (SIRS).

The Roosevelt Union Free School District (District) is located in Roosevelt, NY and served 2,700 students (grades K-12) during the 2008-09 school year. The District reported that 44, 126, and 128 students graduated with a Regents or Local Diploma from the 2003, 2004, and 2005 cohorts, respectively.

The Office of Audit Services is conducting a series of audits to assess the reliability and accuracy of the data reported to SIRS. We examined data reported by the District (to SIRS) and compared it to student record documentation to verify that 2003, 2004, and 2005 cohort data reported to the Department are accurate and reliable. We also verified the accuracy of the 2007, 2008, and 2009 graduation rates.

Audit Results

District staff was knowledgeable about the student data reporting requirements. We also found significant improvement in the reporting and documentation of student data over the three year period. However, we found the following:

- The District's reported graduation cohorts for 2003, 2004, and 2005 were misstated in SIRS.
- Records at the District did not contain documentation to support a majority of the students who were designated as having transferred out of the District. In addition, student file documentation showed that 12 students, for all three cohort years, did not have the correct transfer code assigned to them.
- Student records did not contain documentation to support all students coded as graduates, some students coded as non-graduates met the necessary graduation requirements, and students did not always receive the appropriate diploma type to which they were entitled.
- The District reported a 19 percent graduation rate for the 2003 cohort and a 59 percent graduation rate for the 2004 and 2005 cohorts, but we found that the District's graduation rates are 25, 31, and 50 percent for the 2003, 2004, and 2005 cohorts, respectively.

Comments of District Officials

District officials' comments about the findings were considered in preparing this report. Their response to the draft report is included as Appendix B.

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Introduction

Background

The Federal No Child Left Behind Act of 2001 requires that states develop and report on the performance of student proficiency in 1) language arts/reading, 2) mathematics, and 3) a third accountability indicator. In New York State, the third indicator is graduation rate at the secondary level.

School districts report student data to document their success in meeting State standards. Some of the data reported includes cohorts, total graduates, and State assessment results. This information is disseminated to the public through the State's school district report card published each year.

The New York State school report card is an important part of the Board of Regents' efforts to raise learning standards for all students. The report cards are generated from student enrollment and assessment data reported to the State Education Department (Department) through the Student Information Repository System (SIRS). These reports are provided to policy makers, parents, and others interested in the status of schools in New York State.

The Roosevelt Union Free School District (District) is located in Roosevelt, NY and serves approximately 2,700 students. The District reported 44, 126, and 128 graduates for the 2003, 2004, and 2005 cohorts, respectively. The Office of Audit Services is conducting a series of audits to assess the reliability and accuracy of the data reported to SIRS.

Objectives, Scope, and Methodology

The purpose of our audit was to assess the validity of the District's 2003, 2004, and 2005 cohort data reported to SIRS, verify the corresponding graduation rates, and assess the adequacy of systems and processes to collect and report student data. To accomplish our objectives, we reviewed Department regulation, policy, and guidance; interviewed Department and District management and staff; and reviewed SIRS data, student permanent record cards, transcripts, and other documentation that was available.

We conducted our audit in accordance with Government Auditing Standards. These standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence provides a reasonable basis for our findings, conclusions, and recommendations.

Comments of District Officials

District officials' comments about the findings were considered in preparing this report. Their response to the draft report is included as Appendix B.

ACCURACY OF GRADUATION COHORTS

Districts report student data to the Department through SIRS, which is used to produce the New York State school report card. Enrollment information and assessment results are required data elements. For reporting purposes and analysis of results, students are classified into groups. These groups are referred to as cohorts. An important cohort used to produce comparative data is the total cohort for graduation rate accountability (graduation cohort). The accuracy of the data reported is critical to appropriately communicate school district performance to the public.

We found District officials to be very knowledgeable of student data reporting requirements. In addition, the District made significant improvement in the reporting and documenting of student data from the 2003 through 2005 cohort. However, the graduation cohorts were inaccurate because the District incorrectly reported the number of students and misclassified student transfers. In addition, the District could not provide student names associated with some identification numbers reported to SIRS.

2003, 2004, and 2005 Graduation Cohorts

The graduation cohort consists of all students regardless of their current grade level who first entered grade nine during the 2006-07 school year, but excludes among others, students that transfer to another school district. The graduation cohort is the basis used in SIRS to calculate the percentages of students that graduated, earned an IEP diploma, are still enrolled, transferred to a GED preparation program, or dropped out. Section 185.12 of the Regulations requires that cohort documentation such as registration, correspondence, and transfer or discharge notices should be retained for six years after a student graduates or would have graduated from high school.

Students in Incorrect Cohorts

Not all students were included in the correct cohort. We identified 15 students that should have been included in one of the 3 cohort years, but were not. We also found students that were reported in the wrong cohort year as shown in Table 1.

Table 1
Students in Incorrect Cohorts

	<u>2003</u>	<u>2004</u>	<u>2005</u>
ADJUSTMENTS			
Students not included in any audited cohort year	8	5	2
Students reported in the wrong cohort year:			
2003	(3)	1	
2004		(1)	1
2005		2	(3)
Net Audit Adjustments	5	7	0

Source: OAS Analysis of District Student Files

Student Transfers

We examined student records for documentation verifying the reason used for leaving the District.¹ The District reported 23, 47, and 25 students transferred out of the District in the 2003, 2004, and 2005 cohorts, respectively. The majority of these students' files did not have support to confirm the transfer. We confirmed none of the student transfers in the 2003 cohort, three in 2004, and five in 2005.

In addition to the transfers reported by the District, we found eight more students should have been coded as transfers instead of still enrolled (seven students) and graduated (one student). The table below shows the number of transfers reported through SIRS as well as the number verified by our review of supporting documentation.

Table 2
Student Transfers

	<u>2003</u>	<u>2004</u>	<u>2005</u>
District Reported Transfers	23	47	25
Audited Transfers:			
With Supporting Documentation	0	3	5
Additional Transfers	2	1	5
Total	2	4	10
Undocumented Transfers	21	43	15

Source: OAS Analysis of District Student Files

¹ Referred to as reason for ending enrollment code. This code indicates the reason the student's enrollment ended. Each student must have at least one enrollment record. If a student leaves during the school year or finishes the school year but is not expected to return for the next school year, the student's enrollment record must have an ending date and an appropriate reason code that indicates the reason for leaving.

Based on SIRS, the District’s graduation cohort was 229, 214, and 218 for the 2003, 2004, and 2005 cohorts, respectively. Our calculation, which accounted for the incorrectly reported cohorts and lack of students’ transfer documentation, found the District’s graduation cohort to be 255, 264, and 233 in the 2003, 2004, and 2005 cohorts, as shown below.

Table 3
Graduation Cohort Additions and Adjustments

	2003	2004	2005
Reported Cohort in SIRS	229	214	218
Students in Incorrect Cohorts, net (from Table 1)	5	7	0
Undocumented transfers (from Table 2)	21	43	15
Audited Graduation Cohort	255	264	233

Source: OAS Analysis of District Student Files

Missing Student Names

We received SIRS data from the Department, which contained a New York State Student Identification System ID and a School District Student ID for each student. District personnel were unable to provide names for 17 student IDs in the 2003 cohort and 9 student IDs in the 2004 cohort. Although no student name could be provided for 26 students, this did not affect the calculations that follow because the students were reported as dropouts.

Recommendation

Recommendation 1: Periodically review the accuracy of the data reported in SIRS and confirm the District’s cohorts are supported by student records. Ensure inconsistencies are corrected.

Accuracy of Graduation Status

Students must earn a minimum of 22 credits and achieve successful scores on 5 Regents exams to earn a New York State Regents or local high school diploma. Regents exam scores and credits earned in subject areas dictate the type of diploma awarded; this information is reported in SIRS and is essential in gauging district performance.

We found some students identified by the District as graduates that did not meet the graduation requirements, while others were not reported as graduates even though they met the graduation requirements to receive a diploma. In some cases, students did not receive the appropriate diploma to which they were entitled.

Verification of Reported Graduation Status and Diploma Awards

Students coded as graduates in SIRS earned a Regents or local high school diploma. Section 100.5(a)(3) of the Regulations states that students who entered grade 9 between 2001-2007 must have earned at least 22 credits to receive either a Regents or local high school diploma. Credits include:

- English - four credits;
- Social Studies - four credits including one credit in American history, one-half credit in Participation in Government, and one-half credit in economics;
- Science - three credits;
- Mathematics - three credits, which shall be at a more advanced level than grade eight;
- The Arts - one credit;
- Health - one-half credit; and
- Physical Education – two credits.

In addition, students must pass Regents examinations in English, mathematics, United States history and government, science, and global history and geography. Section 100.5(a)(5) of the Regulations states that for a Regents diploma, a score of 65 or above is considered passing; and for a local diploma, a score of 55-64 is considered passing. Section 100.5(c)(6)(i) of the Regulations states that students who first enter grade nine in

September 2005 must attain a score of 65 or above on 2 of the 5 required Regents examinations and a score of 55 or above on the remaining 3 required Regents examinations to attain a local diploma. To earn a Regents diploma with Advanced Designation, students must score 65 or above on a minimum of 7 Regents exams required for the diploma.

Furthermore, Section 100.5(b)(7)(ii)(a) of the Regulations states that a Regents diploma with Honors or a Regents diploma with Advanced Designation with Honors may be awarded to a student who achieves an average of 90 percent on all Regents examinations required for the diploma.

Inaccurate Graduation Counts

The District reported a total of 44, 126, and 128 graduates for the 2003, 2004, and 2005 cohorts, respectively. We found that student records did not contain documentation to support all students coded as graduates. The District did not have support for 33 of the 44 students reported as graduates in the 2003 cohort, 49 of the 126 students reported as graduates in the 2004 cohort, and 11 of the 128 students reported as graduates in the 2005 cohort. We also found 52 students in the 2003 cohort and 2 students in the 2004 cohort met graduation requirements, but were coded as non-graduates in SIRS.

Furthermore, 6 of the 15 students which we had previously identified as having been excluded from the three cohort years met the graduation requirements. We found two students in the 2003 cohort and four students in the 2004 cohort that were eligible to graduate. As a result, there are a total of 65, 83, and 117 graduates in the 2003, 2004, and 2005 cohorts, as shown in Table 4.

Table 4
Audited Count of Graduates

	<u>2003</u>	<u>2004</u>	<u>2005</u>
District Reported Graduates	44	126	128
Audited Adjustments:			
Undocumented	(33)	(49)	(11)
Coded as non-graduates but met graduation requirements	52	2	
Additional graduates not reported in any cohort year	2	4	
Audited Student Graduates	65	83	117

Source: OAS Analysis of District Student Files

Wrong Diploma Designation Awarded

We reviewed all student records to confirm that each student passed the applicable Regents exams and received the required grades to earn the reported diploma type. We found that 23 students were coded as receiving the wrong type of diploma. Specifically:

- 12 students were coded as receiving a diploma type with lower credentials than what they earned.
 - 11 students were coded as receiving a local diploma; however, each of these students earned a Regents diploma based on Regents examination scores.
 - 1 student was coded as receiving a Regents diploma but could have received a Regents diploma with Honors based on an average above 90 on Regents examinations.
- 11 students were coded with a diploma type with greater credentials than what they earned.
 - 1 student was coded as receiving a Regents diploma with Advanced Designation; however, this student only earned a Regents diploma.
 - 7 students were coded as receiving a Regents diploma with Honors even though documentation showed these students did not have a 90 average on the Regents examinations; therefore, they only should have been awarded a Regents diploma.
 - 3 students were coded as receiving a Regents diploma even though documentation could only support the requirements for a local diploma.

Recommendation

Recommendation 2: Review student records to ensure the necessary graduation requirements have been met and the appropriate diploma is awarded for each student.

Graduation Rate

The New York State school report card is generated from data reported to SIRS. Graduation rates, based on SIRS data, take into account the number of graduates reported by the District and the graduation cohort. The number of graduates is then divided by the graduation cohort to arrive at the graduation rate. According to SIRS, the District reported a 19 percent graduation rate for the 2003 cohort and a 59 percent graduation rate for the 2004 and 2005 cohorts.

Based on the results of our audit, we calculated that the District's graduation rates are 25, 31, and 50 percent for the 2003, 2004, and 2005 cohorts as shown below.

Table 5
Graduation Rate Calculation

	<u>2003</u>	<u>2004</u>	<u>2005</u>
Audited Graduation Cohort	255	264	233
Audited Student Graduates	65	83	117
Audited Graduation Rate	25.49%	31.44%	50.21%

Source: OAS Analysis of District Student Files

Recommendation

Recommendation 3: Implement a system to analyze the accuracy of graduation rate data submitted to the Department.

Condition of Student Records

Districts have the responsibility of maintenance and security for student records. Cumulative achievement record equivalents (permanent record cards), which are the official source for enrollment data, assessment scores, and credentials awarded, must be retained permanently. In addition, districts must maintain student records for six years after a student graduates or would have graduated from high school.

We found that the District maintained permanent record cards and transcripts for the majority of its students; however, the permanent record cards did not include all required information, transcripts were not always up to date, and some were missing. In addition, student records for some of the students reported to SIRS were unavailable.

Incomplete Student Records

Section 100.2(bb)(2) of the Regulations requires that school districts submit electronic records for students enrolled in public schools within the district. Each record must contain data relating to performance on State assessments and enrollment status. In addition, the district must maintain a file for all secondary level students that were enrolled any time during the school year.

We tested to see if scores on Regents exams and Regents competency tests that were reported to SIRS reconciled with student records. We randomly sampled 60 of the 298 graduates reported in SIRS and found that only 2 of the students' exam data were accurately reported. The remaining 58 students had exam scores reported to SIRS that could not be reconciled to their student files and/or exams that were taken but not reported to SIRS.

Additionally, during our review of student records, we noted that the District did maintain student transcripts. They contained information that is required to be on permanent record cards; however, the majority of them were not up to date to reflect all student activity.

Permanent Record Card Deficiencies

Section 185.12 of the Regulations requires that permanent record cards be retained permanently. The permanent record cards document information on school entry, withdrawal, graduation dates, subjects taken, and examination grades.

No permanent record card existed for 4, 5, and 7 students in the 2003, 2004, and 2005 cohorts, respectively. In addition, the permanent records cards did not document subjects taken or examination grades, nor did they always document withdrawal/graduation dates.

Recommendation

Recommendation 4: Maintain a permanent record card with required information for each student and ensure student records contain documentation to support their activity while enrolled at the District.

Contributors to the Report
Roosevelt Union Free School District

- Maria C. Guzman, CPA, Manager
- Andrew Fischler, Auditor in Charge
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Roosevelt Union Free School District

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Board of Education

Bishop J. Raymond Mackey, Chairperson
Wilhelmina Funderburke
Kimberley McLean
Frank Scott
Robert Summerville

Robert-Wayne Harris
Superintendent of Schools

June 10, 2011

Mr. James A. Conway, Director
New York State Education Department
Office of Audit Services, Room 524 EB
89 Washington Avenue
Albany, New York 12234

Dear Mr. Conway,

Thank you for providing me with a copy of the *DRAFT* report (SD-110-10) of the Roosevelt Union Free School District's Cohort Data for the 2003, 2004 and 2005 Cohort years. I have reviewed and discussed the findings of the *DRAFT* report with my District staff and they have prepared responses to be included in the appendix of the final report.

Kindly extend my gratitude to the auditors who produced this report. They were collegial, accommodating and professional. I would also like to commend my staff for the efforts to provide the necessary information, files and resources to assist the *DRAFT* report findings.

If you should have any questions or concerns and/or require additional information regarding our responses to the *DRAFT* report findings, please contact Dr. Marianna Steele, Assistant Superintendent for Curriculum and Instruction or RG France, Assistant Superintendent for Educational Services at (516) 345-7017.

Sincerely,



Robert-Wayne Harris
Superintendent of Schools

Enc.

Roosevelt Union Free School District

Response to the Data Accuracy and Reliability Report
for the period

July 1, 2003 through June 30, 2009

SD-1110-01

May 26, 2011



Contributors to the Response-Draft Audit Report:

Robert-Wayne Harris, Superintendent of School

Dr. Marianna Steele, Assistant Superintendent for Curriculum & Instruction

RG France, Assistant Superintendent for Educational Services

Dr. Kathleen Corbett, Director of Guidance

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Introduction

The Roosevelt School District promotes and supports the accuracy and the reliability of student data at all levels. As we find additional uses for student data to support instruction and planning, the requirement for accurate, reliable student data increases. Furthermore, the State Education Department issues its objective review of individual school districts and schools solely on the data that is received from the local entities. These facts elevate student data to the foremost instrument by which school districts are judged.

As we build quality data capacity within the Roosevelt School District, we focus on the imperative of creating a culture that demands and promotes the highest level of accurate data. Integral components of this culture include clearly defined roles and responsibilities, as well as, formalized processes and procedures for insuring accurate, reliable student data collection. Additionally, we insure that not only is pristine student data captured, but also that it is accurately maintained.

Quality student data is a resource as much as textbooks, technology, and staff. Roosevelt School District staff members, who have a role in student outcomes – teachers, support staff, school counselors, administrators, and others – have embraced the fact that quality data is essential for compelling teaching and successful student learning. With this understanding, the numerous individuals responsible for gathering, entering, and monitoring student data quality follow and maintain procedures that effectively and continuously assess data quality and recommend remedies when the quality falters.

A culture that embraces quality student academic data has several requirements:

- Accuracy – data must be correct and reliable
- Validity – data should ensure integrity and consistency
- Timeliness – deadlines are met and data is entered in a timely manner
- Completeness – data should be complete
- Security - student academic records and data are confidential and must secure
- Understood and trusted by users – student academic data must be user friendly so it can answer instructional questions

There are many pieces that must come together to insure the development and continuation of a culture of quality student data. Nurturing this culture requires the collaboration of every staff member and the clear understanding of processes and procedures by the various stakeholders. Attention to details at every point of data gathering, entry, review, and monitoring insures the quality and accuracy of the data the Roosevelt School Community deserves. During the past four years, this has been and continues to be the commitment of the Roosevelt School District's Leadership.

Accuracy of Graduation Cohorts

NYSED Recommendation #1

Periodically reviews the accuracy of the data reported in SIRS and confirms student records support the District's cohorts. Ensure inconsistencies are corrected

District Response

Quality student data begins at the building level. The school principal is ultimately responsible for the data entered and maintained by his/her staff. In order to ensure the accuracy of graduation cohort data, the following processes and procedures are in place:

➤ Organization

1. Designated a dedicated staff member – Secondary Assistant Principal - at each of the secondary schools, with the specific responsibility for and authority over monitoring building-level data quality prepared by secondary certificated staff.
2. Established a Data Quality Oversight Team, which includes:
 - i. Directors
 - ii. District Coordinators
 - iii. Content Chairpersons
 - iv. Content Lead Teachers
 - v. Secondary School Counselors
 - a. This Team is responsible for reviewing and verifying on a quarterly basis the data collected for each data item and for serving as liaisons concerning data quality information between the secondary schools and the Department of Data and State Reporting.
 - b. Accountability for the administrative members of the Data Quality Oversight Team quarterly review of efficacy of the PowerSchool data (i.e., Quarterly grades, Regents grades, etc) and its alignment to NYStart data will also be a sign-off in writing.
 - c. Accountability for the school counseling department's quarterly review NYStart and determine its alignment to PowerSchool data (i.e., Quarterly grades, Regents grades, Historical grades, Transcripts, etc) with and the steps to rectify discrepancies.

➤ Communication and Feedback

Established clear communication channels between the secondary school data providers and the Data and State Reporting Department.

1. Designated Secondary Building-level Assistant Principal will report observed data error(s), omission(s), etc. to the building principal and the Department of Data and State Reporting, as well as the individual responsible for the error(s)/omission(s).
 - a. When incorrect or questionable data is identified, the individuals' responsible data error(s)/omission(s) will be alerted and will correct the data.

- b. Upon correction of the data, the staff member will notify the Assistant Principal and the Department of Data and State Reporting
2. Data Quality Oversight Team members will report observed data error(s), omission(s), etc. to the Building Principal, the Designated Secondary Assistant Principal and the Department of Data and State Reporting,
 - a. When a Team member identifies incorrect or questionable data, the Designated Assistant Principal will notify the individual(s) responsible for data error(s)/omission(s) and monitor correction of data.
 - b. Upon correction of the data, the staff member(s) will notify the Assistant Principal, who will then report the correction(s) to the Building Principal, the Data Quality Oversight Team and the Department of Data and State Reporting

➤ Ownership

The Roosevelt School District's leadership demands and fosters proprietary interest in the collection of quality student data by all of the requisite stakeholders, as well as, supporting a culture of quality of data. All staff responsible for entering, monitoring, and managing data feels ownership of the data.

➤ Inclusion

The Roosevelt School District's leadership demands that the process of gathering, recording and maintaining quality student data be an inclusive process.

➤ Coordination

The Roosevelt School District's leadership ensures that regular communication, consultation, and cross training occurs across all personnel at the school level. The Roosevelt School District's leadership understands and supports the need for the staff to operate under a standard set of data definitions, data review processes, and data validation rules.

➤ Education and Technical Training

The Roosevelt School District's leadership not only supports on-going training in data collection and procedures, but also focuses on educating all of the staff on the larger context of the data collections. Staff members who understand the purposes for data collection and the possible consequences of errors are more likely to hold themselves accountable for quality student data.

The Roosevelt School District's leadership supports and provides regular, standard training refresher sessions for all personnel involved in the student data process.

Accuracy of Graduation Status

NYSED Recommendation #2

Review student records to ensure the necessary graduation requirements have been met and the appropriate diploma is awarded for each student.

District Response

Quality student data begins at the building level. The school principal is ultimately responsible for the data entered and maintained by his/her staff. In order to ensure the accuracy of a cohort graduation status data, the following processes and procedures are in place.

The Roosevelt School District's K-12 Guidance Plan addresses all the components of the American School Counseling Association's (ASCA) Model for a school counseling program, including accountability for collecting data that link the School Counseling Program to student academic achievement:

➤ **Student Conferences**

Beginning in Grade 9 and continuing every school year throughout a Roosevelt High School student's school experience, with the assistance and the collaboration of parents/guardians and school counselors, the student conferences to review and chart his/her High School Course Plans, which include the following items:

- ✓ Number of credits earned/needed
- ✓ Diploma type
- ✓ Required Regents Examinations grades earned/grades needed
- ✓ GPA/Class rank
- ✓ College-level courses
- ✓ Post secondary plans including, career plans, college interest

The student's transcript is reviewed during this meeting with the student and parent/guardian. The student's school counselor will correct all data errors/omissions discovered at this time.

These annual meetings are documented in the "*Roosevelt High School Four-Year Academic Plan Grades 9, 10, 11, 12*" Portfolio. At the end of the annual meeting, the student and parent are provided a "Graduation Credit Check List," which includes the student's current number of courses/credits earned, courses/credits still needed, required Regents Examinations/grades earned, required Regents Examinations/grades still needed for completion of graduation requirements. Both the student and the parent/guardian at the end of the annual meeting sign the portfolio.

➤ **Continuous Cohort Analysis**

The response will outline the process and procedures by which the school counseling department will review PowerSchool transcripts and determine its alignment to students' historical grades and NyStart Cohort data to rectify discrepancies:

- School counselors review/verify student PowerSchool transcripts with PowerSchool Historical Grades on an on-going basis.
- School counselors formally review/verify student PowerSchool transcripts with PowerSchool Historical Grades after grades are posted and stored. This includes Summer School grades.
- School counselors formally review/verify student PowerSchool transcripts with PowerSchool Historical Grades and cross reference with NyStart Cohort data.
- If the school counselors discovers errors/omissions in PowerSchool Historical Grades with PowerSchool transcripts, the following process occurs:
 - Contact teacher and request that missing grades be entered into PowerSchool
 - Errors/omissions are reported to the Director of Guidance
 - Review of data error/omissions are analyzed by the Director of Guidance and the School counselor
 - Findings are reported to the Designated Secondary Building-level Assistant Principal in charge of data, who will report observed data error(s)/omission(s), etc. to the building principal and to the Department of Data and Reporting.
 - The appropriate staff according to District Grading Policy will make correction of the error /omission and Procedures (see appendix).
 - School Counselors will follow-up and review the students' records to ensure that all corrections have been made.

Graduation Rate

NYSED Recommendation #3

Implement a system to analyze the accuracy of graduation rate data submitted to the Department.

District Response

Quality student data begins at the building level. School principals are ultimately responsible for the information entered by his/her staff. Additionally, school counselors, having the moral and ethical responsibility must ensure that all cohort data, is carefully reviewed and verify its accuracy before submission to principal for certification. To accomplish this end, school principals must work with their staff to develop and implement data quality procedures needed to meet district, state and federal data requirements.

➤ **Graduation Cohort Analysis**

In order to ensure the accuracy of a graduation rate data submitted to the Department, the following processes and procedures are in place:

- The School Counseling Department will conduct quarterly NYStart Cohort Data Meetings.
- The sole focus and goal of the Cohort NYStart Data Meetings is to review Cohort NYStart Data and to review the accuracy and the completeness of student graduation progress
- Cohort NYStart Data Meetings are organized and facilitated by the Director of Guidance and all of the School Counselors responsible for Grade 12 students in their caseload
- A final review of Cohort NYStart Data is done at the end of the school year and prior to submitting to the certified graduation list to the principal:
 - Each school counselor, with the Director of Guidance, review Grade 12 students' graduation data recorded in the PowerSchool Historical Records, PowerSchool Transcript, and NYStart.
 - Student data is verified
 - Student is either certified for June graduation or not
 - Graduation list of certified students is created by the school counselor
 - The list is signed by the school counselor attesting to the graduation status and diploma type of each student named on the certified graduation list.
 - School counselors present the certified list to the Roosevelt High School Principal for review and action.

Condition of Student Records

NYSED Recommendation #4

Maintain a permanent record card with required information for each student and ensure student records contain documentation to support their activity while enrolled at the District.

District Response

Quality student data begins at the building level. The school principal is ultimately responsible for the monitoring of student data that is entered and maintained by his/her staff. In order to ensure the accuracy of student permanent records, the following processes and procedures are in place:

- All student permanent cumulative record folders must include student permanent record cards.
- On the elementary level, classroom teachers will update, maintain, and retain the student permanent record on a yearly basis.
- On the middle and high school level, School Counselors will update, maintain, and retain the student permanent record on a yearly basis.
- Annually, the Director of School Counseling will assess the inventory of permanent cards on all school levels and when necessary will order from his/her budget a sufficient number of student permanent record cards. Teachers and school counselors will be responsible for ensuring that all students have permanent cumulative record folder.
- Roosevelt Elementary School Principals are responsible for monitoring that all students have comprehensive permanent cumulative record folders before transferring the folder to another internal or external school.
- Secondary school counselors are responsible for:
 - Creating student permanent cumulative record folders for new students transferring from another school into their school,
 - Maintaining, updating and retaining student permanent cumulative record folders and permanent record cards
 - Reviewing student permanent cumulative record folders for each student in their caseload, to ensure the student permanent cumulative folders contain documentation to support their academic activity while enrolled at the District.