

NYC Special Education Collaborative

ATS

Special Education

Simple User-Friendly Guide

NYC Special Education Collaborative

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Introduction

Overview This manual is for veteran and new special education coordinators. It describes how to access information that special education teachers require to best address students' needs and to ensure compliance with NYC, state, and federal special education mandates.

How to use the manual The guide explains how to locate and use critical special education reports. It helps teachers to:

- Isolate data that best informs teachers about their students' status and needs
- Readily access necessary reports instead of searching the ATS handbook
- Make appropriate selections for desired student information
- Take correct steps for updating, cross-referencing, and/or validating reports

You do not have to read the entire manual; simply locate the specific report that you need.

In this manual Listed below are the primary ATS reports coordinators will likely use:

Reports	Purpose	Page
Section A: Recommended Reports		5
Special Education Student Detail (RSPD)	Assess special education student caseload	6
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This icon indicates important information.

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Accessing ATS Special Education Reports

Before you begin

- Log onto **Web Connect**.
 - When on the mainframe, type **ATS** at the **SERVICE DESIRED** cursor after the arrow.
 - On the ATS page, type your **USERID** at the cursor. This is usually the same as your Web Connect login. But you only need to type the **LOGIN ID** **WITHOUT** the e-mail address, e.g., agreig **INSTEAD OF** agreig@schools.nyc.gov.
 - Press **TAB**.
 - Enter your case-sensitive **PASSWORD** at the cursor. Press enter for the **ATS PRIMARY MENU** page.
-

ATS Reports

Do the following to access and view the **REPORTS** described in this manual (access procedures are described in more detail under each report's entry in this guide):

Step	Action
1	On the ATS PRIMARY MENU page, type the report acronym (listed on page 3 of this guide) to access a special education report. <u>Example:</u> For the Special Education Student Detail report, type RSPD .
2	Select an option. <u>Note:</u> Each report can have up to two options that change the report's data output and formatting: a. Selection Criteria Usually found above the sorting options, this gives the option of viewing information about the entire school or a data subset, like a particular class or grade. Use only one form of SELECTION CRITERIA. (You cannot retrieve simultaneous information for a particular class). b. Sort Options This determines how the information in the report will be sorted. By default, most reports in ATS are organized alphabetically according to selected students' last names. Use only one sorting option. Type Y next to the sorting option you want. <u>Example:</u> GRADE LEVEL, ALPHA lists information by grade level alphabetized by last name in each grade.
3	Press F6 to run reports in ATS. <u>Note:</u> Type S next to PRINTER OPTION at the bottom of the screen in order to read reports on the screen. By default, the printer is set to 1 . This default setting sends reports directly to your school's ATS printer when F6 is pressed.
4	To exit a report, continue pressing ENTER until the report ends, indicated by the ASTROPROD prompt at the bottom of the report's final page.

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Section A: Recommended Reports

Overview

In this section The table below lists the special education reports that coordinators must review, revise, and/or add data to. They are listed in the order in which they are likely to be accessed during the school year. There are some reports, such as the R201, that will probably be run multiple times.

<i>Access Order</i>	<i>Report</i>	<i>Page</i>
1	RSPD	6
2	RACP	7
3	RESI	9
4	R214	10
5	R201	11
6	RBIR	12



Reminder: Review how to access ATS reports on page 4.

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RSPD: Special Education Student Detail

When to use this report Use this report to assess the special education caseload for the upcoming school year. It provides a brief overview of students' special education needs and status as noted in CAP, and information about students registered in school with cases open in CAP.

When to run Run this report at the end of July or in early August, when ATS lists new and returning students assigned to school for the coming year.

Procedure Follow the steps in the table below to access the RSPD report:

Step	Action						
1	At the prompt, type RSPD .						
2	Use the table below to determine the next step. ONLY ONE selection in each category can be made for the SELECTION CRITERIA and the SORT OPTIONS . <table border="1" data-bbox="553 961 1417 1094"><thead><tr><th>IF you want to search students...</th><th>THEN go to...</th></tr></thead><tbody><tr><td>In all classes in all grades</td><td>Step 3</td></tr><tr><td>By grade</td><td>Step 4</td></tr></tbody></table>	IF you want to search students...	THEN go to...	In all classes in all grades	Step 3	By grade	Step 4
IF you want to search students...	THEN go to...						
In all classes in all grades	Step 3						
By grade	Step 4						
3	Do not enter anything under the SELECTION CRITERIA section. Under SORT OPTIONS , type Y on the line that says SORT BY GRADE LEVEL, ALPHA for an alphabetical sort by last name of selected students.						
4	Type the desired grade level on the GRADE LEVEL line under SELECTION CRITERIA (e.g., 09 for 9 th grade; 05 for 5th grade, 0K for Kindergarten, etc.)						

Next steps If reports contain outdated data, contact the school CSE liaison to update the information.



A student's formal registration status must be in CAP in order for the student to be recognized as a special education student, and in order for staff to bill for services.

To ensure appropriate student registration, the student's special education provider must log the first attend date in school via the IVR system. The first attend date should reflect the date on which the student began receiving services.

The RSPD highlights information that is available to ATS, and is valid as of the last conference date recorded in CAP. It does not show any discrepancies or errors in student CAP files. The RACP report has that information.

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RACP: CAP/ATS Discrepancy Report

When to use this report Use this report to find discrepancies between student information in ATS and CAP.

- When to run**
- Run this report at the end of July (when new students have been assigned to your school) **AFTER** you have reviewed the **RSPD** report. **Address any discrepancies the report highlights at the start of the school year.**
 - Then, run the report periodically — preferably each month — to ensure that discrepancies do not arise as student IEPs are reviewed or as students transfer into or out of school.

Procedure Follow the steps in the table below to access the RACP report:

Step	Action										
1	At the prompt, type RACP .										
2	Select <u>Sort by Discrepancy</u> by typing Y on the line next to this option. <u>Note</u> : It is recommended to <u>Sort by Discrepancy</u> first to easily find and raise particular issues with school, CSE, or DOE personnel listed in Step 4 . <u>Optional</u> : Select <u>Sort by Grade Level</u> if you prefer to see discrepancies in each grade.										
3	Run the report. <u>Information</u> : To the left of each student is one of the following discrepancies: <table border="1"><thead><tr><th>Discrepancy</th><th>Description</th></tr></thead><tbody><tr><td>CAP-CLASS</td><td>CAP and ATS class codes (i.e., program types – SETTS, ICT, etc.) are different</td></tr><tr><td>CAP-DSCH</td><td>Students who are active in ATS but discharged from CAP</td></tr><tr><td>GRD-RECM</td><td>The official class in ATS does not match the class type indicated by the student's IEP in CAP (e.g., a student with a Special Class IEP registered in a General Education Class in ATS)</td></tr><tr><td>1st-ATTD</td><td>Students without a first attend date in CAP</td></tr></tbody></table>	Discrepancy	Description	CAP-CLASS	CAP and ATS class codes (i.e., program types – SETTS, ICT, etc.) are different	CAP-DSCH	Students who are active in ATS but discharged from CAP	GRD-RECM	The official class in ATS does not match the class type indicated by the student's IEP in CAP (e.g., a student with a Special Class IEP registered in a General Education Class in ATS)	1 st -ATTD	Students without a first attend date in CAP
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CAP-CLASS	CAP and ATS class codes (i.e., program types – SETTS, ICT, etc.) are different										
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1 st -ATTD	Students without a first attend date in CAP										

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4	Use the table below to determine your next step.	
	IF the DISCREPANCY is...	THEN...
	CAP-CLASS	Refer the discrepancy to the CSE liaison
	CAP-DSCH	Refer the discrepancy to the school registrar or records manager
	GRD-RECM	Check class listings with the school registrar or records manager. If not resolved, contact the CSE liaison
	1 st -ATTD	Refer to the special education teacher to see if the student was given a first attend date using the IVR system



The RACP highlights students who are registered in ATS but who do not have a first attend date in CAP. **State and city officials view this status to mean that these students are not receiving required special education services.**

Make sure students have a FIRST-ATTEND DATE at the start of the school year or as soon as they enter school.

Caution: If there is an inconsistency between the two data sets, officials will allow the CAP information to supersede the ATS information. However, the school might still be cited for the discrepancy.

Class code discrepancies affect the designation of a student's IEP.

Example: ATS may indicate the student has a SETTS IEP, while CAP indicates the student is in an ICT class.

Registrars or records managers must create Official Classes in ATS for students with IEPs. The classes must match required programs (ICT, Special Class, etc.) the IEP designates.

Work with the school registrar or records manager and/or the CSE representative to determine which system has the correct information. Otherwise, the CSE will use CAP data to determine a student's special education services.

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RESI: Student Evaluation Report by School

When to use this report

Use this comprehensive report to review detailed student information, such as:

- OSIS #
- ELA and math exam history
- IEP status, classification, program and related services
- Grade and class information
- ELL/ LEP status, NYSELAT proficiency level and exam history

When to run

Run the report at the start of the school year and distribute relevant information to special education teachers by grade to review data on their incoming students.

Procedure

Follow the steps in the table below to access the RESI report:

Step	Action
1	At the prompt, type RESI . <u>Note:</u> The RESI is not on the Special Education report menu, but it is critical to run and review.
2	Choose one item from SELECTION CRITERIA . <u>Note:</u> It is recommended that you run this report for your entire school and sort by grade level.



If there are any discrepancies in the presented student information, contact the school registrar or records manager to review the lists. He or she must contact the ATS office to update data.

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R214: Students Needing Triennials

When to use this report Use this report to identify special education students who need triennial evaluations during the school year or whose triennial reports are currently past due.

When to run Run this report at the start of the school year to determine which students will need triennial reviews.

Procedure Follow the steps in the table below to access the report:

Step	Action
1	At the prompt, type R214 . <u>Note:</u> There is no sorting option. The report lists all special education students in the school.
2	Refer to 30-DAY COMPLIANCE in the report's first column. <u>Information:</u> This indicates that a triennial conference is due within 30 days of the listed date.

Next steps

- Contact the school's CSE representative to schedule triennial conferences, which are held at CSE offices. Do not schedule annual reviews for listed students if their triennials will be completed before the end of the school year.
- Be sure to tell the CSE which evaluations are to be conducted, i.e., psycho-educational, speech, occupational therapy or physical therapy.



This report provides a date by which the triennial conference should have taken place, as indicated in **Step 2** of the **Procedures**.

If a student does not complete a triennial review by May, the special education coordinator can conduct an annual review to ensure the school remains legally compliant. The coordinator should continue to work with the CSE to schedule the triennial conference so that both the school and the CSE are in compliance.

The CSE sets the dates for triennial reviews and controls the evaluation process. The special education coordinator has little to no control over the timing of these evaluations. After the initial referral is officially submitted, the special education coordinators must ensure that the teachers' reports on student's progress are submitted to the CSE.

For a more detailed picture of what is happening with a triennial review process, check a student's CAP file.

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R201: List of Incomplete Evaluations and Requested Reconvened CSE Reviews

When to use this report

Use this report to identify students who:

- Have pending initial, annual, or triennial evaluations
- Are in the process of initial referral

When to run

- Run this report at the start of the school year to be aware of pending initial evaluations and triennials.
- Run this report throughout the year as needed to ensure the CSE has received and begun the process of reviewing initial referrals already submitted, and that completed triennial reviews are logged into ATS.

Procedure

Follow the steps in the table below to access the report:

Step	Action
1	At the prompt, type R201 . <u>Note</u> : There is no sorting option. The report lists all special education students in the school.
2	Refer to the REFD column on the far right for the date of evaluation referral. <u>Information</u> : If a student's name does not appear on the report, there is no open case, which means the CSE did not receive a referral.
3	To exit R201 , press F3 .

Next steps

- **REFD (Referral Date)**, the last column on the right of the R210 report, highlights the date the CSE acknowledged receiving the evaluation request and opened the case. Verify this information with the CSE representative.
- Check with parents, schools, and/or the CSE to determine when an evaluation request was made, and cross check against the R201 data to make sure the dates match.
- Be sure to monitor the process timeline from the point of case and evaluation request submission. Special education coordinators must ensure that evaluation and service benchmarks are addressed and met.
- For a more detailed picture of what is happening with an initial or triennial review process, check a student's CAP file.



The CSE sets dates for initial reviews and controls the evaluation process. The special education coordinator has little to no control over the evaluations' timing. After the initial referral is officially submitted, the special education coordinator must ensure that teachers submit student progress reports to the CSE.

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RBIR: Biographical Roster

When to use this report Use this report to access basic student information in the DOE system. Such details include home address, phone number, etc.

When to run Run this report at the start of the school year to get contact information for incoming students.

Information: The school registrar or records manager usually has more up-to-date information. However, if he or she is missing information for a particular child, use this report to access the last known contact details on the DOE's records.

Procedure Follow the steps in the table below to access the report:

Step	Action
1	At the prompt, type RBIR .
2	Choose an option from SELECTION CRITERIA . <u>Note:</u> Leave this section blank to run the report for the entire school.
3	Type in a particular grade (e.g., 09 for 9 th grade) on the GRADE LEVEL line to review information for the selected grade.

Next steps Check with the registrar or records manager to see whether the recorded information is accurate. He or she should reach out to the ATS office to update the records.



Note that the recorded information is not always accurate.

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Section B: Reports As Needed

Overview

In this section The table below lists the special education reports that are helpful for gaining additional information on students as needed.

Report	Pages
RADP Admission of Discharge Reports	14
SBIO Search Biographical Information	15
HIST History Menu	16
RISA Individual Student Attendance Report	17

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RADP: Admission of Discharge Reports

When to use this report

Use this report to determine:

- Which students have been transferred out of school
- Dates when students were officially registered in school in ATS
Note: This information is useful for finding the date when students were discharged from school.

When to run

- Run the report in September to check who is on the list.
Note: Be sure to run the report if the school is large or the coordinator oversees a number of sites.
- Run the report around the second week of September to confirm admission dates for newly admitted students.
- Continue to run the report every month to check for newly admitted or discharged students.

Procedure

Follow the steps in the table below to access the report:

Step	Action
1	At the prompt, type RLAT .
2	Select a DATE RANGE for in which to run the report, and enter it in the MM-DD-YY format. <u>Note:</u> Run the report up to two weeks before and after the date an admission or transfer is believed to have taken place. Note that parents might provide a registration date that is not the date in ATS. Thus, it is important to cross check and correct, if necessary.
3	Choose an option for a list of students to review: <ul style="list-style-type: none">• A = Admitted students (this includes newly admitted students or FIRST-TIME ADMITS)• D= Discharged students with recorded discharge dates• U= Unconfirmed discharges (students who have left the school; for instance, students who have transferred out of state for whom the DOE does not have a newly confirmed school.) <u>Note:</u> An asterisk (*) next to a student's name in the discharge report indicates she or he was discharged and then readmitted to the school.
4	Select a sort option. <u>Note:</u> It is best to sort by GRADE, ALPHA .

Next steps

Report unconfirmed discharges to the registrar or records manager, who should follow up with the DOE to resolve discrepancies.



It is important to have accurate information on the admission and discharge dates for all students. This information is reported when billing for special education students on the bi-monthly invoices and for all students at the end of the year.

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SBIO: Search Biographical Information

When to use this database Use this database to find detailed information about a specific student, including OSIS number (NYC ID), special education information, pending discharge, transfer status, acceptance and admission status, etc.

When to run Use this report throughout the year for detailed student information.

Procedure Follow the steps in the table below to access the SBIO:

Step	Action
1	At the prompt, type SBIO .
2	To access student information, enter either: <ul style="list-style-type: none">• The student's OSIS number and last and first namesOR• The student's date of birth and last and first names <p><u>Information:</u> If unable to locate a student OSIS number or DOB, search using the student's first and last names. ATS returns a list of all students in the system with that name. Look in the column on the right for the current or previous school code for that student.</p> <p><u>Note:</u> Alternatively, use other student information, such as his or her address, and go through each name on the list until the student with matching information emerges from the list.</p>
3	Press F8 to page forward to see if there is additional student information, such as details on a special education plan.

Next steps Report updates and/or discrepancies to the registrar or records manager.



The SBIO report provides special education coordinators with more direct access to information which is also available from other sources. It is especially useful when determining whether a student has completed the transfer process.

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HIST: History Menu

When to use this report Use this report for detailed background on students' multi-year exam history, particularly for ELA and math test scores. It features students' exam scores.

When to run Run this report for a comprehensive look at a student's exam background.

Procedure Follow the steps in the table below to access the report:

Step	Action										
1	At the prompt, type HIST .										
2	Type 1 or HISE at the new prompt.										
3	Type the student OSIS number.										
4	Press ENTER .										
5	Use the following to read the report: <table border="1"><thead><tr><th>Score</th><th>Press....</th></tr></thead><tbody><tr><td>Raw score</td><td>RAW SCR</td></tr><tr><td>Calculated score (Scaled Score)</td><td>SS/MIU</td></tr><tr><td>Proficiency Rating</td><td>PROF RAT</td></tr><tr><td>Proficiency level</td><td>PL-DECN</td></tr></tbody></table>	Score	Press....	Raw score	RAW SCR	Calculated score (Scaled Score)	SS/MIU	Proficiency Rating	PROF RAT	Proficiency level	PL-DECN
Score	Press....										
Raw score	RAW SCR										
Calculated score (Scaled Score)	SS/MIU										
Proficiency Rating	PROF RAT										
Proficiency level	PL-DECN										

Next steps Run **REXH** (Exam History Performance) for the exam history of an entire grade or school. (View scores for a large group without having to access each student individually.)

Note: This report offers more exam information than the RESI. The HISE and REXH also provide more detailed exam information than the RESI.



The **PROFICIENCY RATING** shows how close students were to achieving the next level of mastery.

Example: Knowing that a student achieved a 3.9 (almost a 4) on a test guides curriculum planning or student grouping that matches student content understanding.

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RISA: Individual Student Attendance Report

When to use this report

- Use the report when reviewing invoices for related service provision to ensure that the students were present on the days when the provider states she or he provided services.
- Social workers can use the report to share attendance information with ACS caseworkers.

When to run

This report should be run for individual student attendance information.

Procedure

Follow the steps in the table below to access the report:

Step	Action
1	At the prompt, type RISA .
2	Select a DATE RANGE in which you to run the report and enter in the MM-DD-YY format.
3	Enter the OSIS number(s) for the student(s).

Next steps

If there is a discrepancy between the attendance information in ATS and the invoice of a related service provider, do not sign the invoice.



In ATS, a student was either present or absent on a given day. **ATS does not keep track of absences for medical reasons, half-days, suspensions, or related causes.**

Make sure that the school is accurately documenting suspensions and keeping track of paperwork for medical absences. This information may be requested during a city/state review, if a case goes before ACS, or if a student has a hearing related to his or her special education plan.