

Illinois State Board of Education (ISBE)
Student Information System (SIS)
Planning School Year 2009
September 23/25, 2008

#	Question	Answer
1.	What should happen when a child transfers to the school district from another school and the exit for the previous school district has not occurred?	Call the superintendent of the previous school district asking the superintendent to facilitate getting the child exited. Do not create a duplicate SID.
2.	Will the school district be able to pull a report of the Fall Housing data before the October 15 deadline to validate the data?	Yes, the Fall Housing data will be available as part of the SIS reporting. The report is the Student Demographics Summary Report. Select other to change the date. Student Demographic Report (Summary) School Year <input type="text" value="2009"/> Enrolled As Of Date <input type="checkbox"/> Today <input type="text" value="09/30/2008"/> (mm/dd/yyyy) <input checked="" type="checkbox"/> Other
3.	If a child is outplaced in a private special education facility, are there any changes to the assessment?	If the child is in a private special education facility, there are no changes.
4.	Where can I find information about pulling previous years scores report?	The information on how to pull the previous years scores report is posted on the Assessment Webpage. If you have any difficulties, you can call the Help Desk.
5.	Can I request a score file for previous years if the student attended a different school during those years?	For students who are enrolled in your district, SIS provides the ability to view all scores from other districts the student previously attended in Illinois. The report is Individual Student Reports <ul style="list-style-type: none"> • Student Assessment Data and Scores You can request an Assessment score file for previous years for all

		<p>students where your district is the home school.</p> <p>Under Request File</p> <p>Assessment Score</p> <p>School Year <input type="text" value="2009"/></p> <p>Select the school year.</p>
6.	Define Early Childhood.	Early childhood is defined as 3 to 5 year olds.
7.	How should Early Childhood students be coded? In the past the codes have been negative numbers.	The 3 to 5 year old students in Early Childhood should be coded as a 14 when loading the student demographics file via batch. The negative numbers were probably vendor generated.
8.	If the disciplinary data is voluntary, why is it requested?	The data is for a report for the Federal Office of Education for Special Education. The data may be mandatory in the future.
9.	The second session of summer school does not end until after the July 31 deadline. This impacts students who are taking summer school in order to graduate. Will exiting the students after July 31, cause problems for our district?	There should not be any problems as long as you exit the student before trying to enroll the student for the next year.
10.	Is the Early Childhood data replacing the Early Intervention to Early Childhood Special Education tracking form which was previously faxed to ISBE?	Yes, beginning August 1, 2008, these tracking forms should not be faxed to ISBE. Instead, the data will be submitted through SIS for students who enroll in the district. However, students who are not enrolled in the public school district should not have SID's.
11.	The Fall Housing data is extracted as of October 15 with enrollment effective date of September 30. What does the school district do if the student's previous school district is not releasing the SID's in a timely manner?	Contact the Help Desk and we will follow up with the district.
12.	Are the dates the same for Early Childhood?	Yes
13.	Who is responsible for sending the data for outplaced students?	The Home school is responsible for all the data for students in the Home school district attending public schools. For outplaced students the Fall Housing is based on the Serving school.
14.	Is the Fall Housing IWAS application	Yes

	eliminated?	
15.	For students in foster care the student's records reside with the agency not with the foster parents. The school districts can have difficulty getting the records from the agency. What should the school district do?	Contact the ROE and work through the ROE. If the problem is not resolved, contact ISBE.
16.	Who reports the data, the Serving school or the Home school?	The Home school is responsible for reporting the data.
17.	Should the school district provide the RCDTS code for tracking?	Yes
18.	When the school district has 3 to 5 year olds attending speech correction, should the students be entered into SIS?	If the student is IEP (Individualized Education Plan), the school district must enroll the student in SIS. If the student is ISP (Individualized Service Plan), do not enroll the student in SIS. ISP's are given to students who are parentally placed in a private/parochial school
19.	When the parents are paying for pre-school child in a public school other than the district in which they live, should the student be reported? The child is not at risk and not IEP.	No, the student should not be reported
20.	How do we correct SID's which are mapped incorrectly?	Send a demographics file with the correct remapping and the team will update the incorrect data.
21.	Can students be exited between October 1 and October 15?	Yes, updates should continue, The data extracted is based on the enrollment data and the exit date.
22.	Is the information on the student testing provided to the assessment test vendors for IAA and ISAT?	Yes
23.	Can a school exit a student without a SID?	No student can be exited without a SID. Call the Help Desk for assistance.
24.	Can the school district pull a fall housing report to validate the data before the October 15 data extract?	An enhancement to the Summary and Detail Student Demographic Report has been added so the data can be validated before the data are extracted on October 15 th .

		<p>Student Demographic Report (Summary)</p> <p>School Year <input type="text" value="2009"/></p> <p>Enrolled As Of Date <input type="text" value="09/30/2008"/> (mm/dd/yyyy)</p> <p><input checked="" type="radio"/> Today <input type="radio"/> Other</p> <p><input checked="" type="radio"/> School <input type="radio"/> Home <input type="radio"/> Serving</p>
25.	Can corrections to the Student Information data occur after the October 15 extract?	ISBE will work with the school districts on a individual basis.
26.	When a student transfers out of LEP, should the school district change the LEP indicator?	Yes
27.	After the student transfers out of LEP, do they still take the test?	No, because the child is no longer LEP.
28.	Where can we find information about the data element "Meets PFA Household Income Criteria"?	The definition is found in the data elements. "The child is from a family whose income is less than four times the poverty guidelines updated periodically in the Federal Register by the U. S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2)
29.	If we pull a report as of October 1, do we have time to make corrections?	Yes, until 4:00 p.m. on October 15.
30.	Can Preschool Bilingual funding be local / other funding?	Yes
31.	If Early Childhood students are in a program residing in another district, who is the home school?	The school hosting the program is the home and serving school.
32.	Who decides the race / ethnicity of the child?	Parents
33.	What does the school district do if they find a duplicate SID?	When a duplicate SID is found, contact the help desk. The current process for the elimination of duplicate SID is a manual process, the team is working on a process to make the resolution more automated. This will not occur until after October 15.
34.	Should foreign exchange students have a SID?	Yes
35.	Should foreign exchange students be counted in Fall Housing?	Yes

36.	Should Pre-K students who receive occupation therapy services under an IEP be in SIS?	Yes
37.	If a parent pays tuition for the child to attend a school outside the regular school district, is the home school now the district where the parent is paying the tuition?	Yes
38.	How can demographics data be corrected, e.g. incorrect gender?	Demographics data can be corrected with the batch process. Be sure to include the SID. Without the SID a new entry can be created.
39.	Are pre-K grade levels 13 and 14 or just 14? If the Pre-K grade levels are not 14, we need to change them to 14, correct?	Yes
40.	When housing a Headstart program for another school district which school district handles enrolling students in SIS?	The school districts must have a joint agreement to determine which district enrolls the students.
41.	Why is the FTE for Pre-K a 1.0 and the FTE for Kindergarten can be .5 or 1.0?	Coding the FTE as 1.0 for Pre-K students prevents the student from being enrolled in more than one program.
42.	Student has ISP and the district has the child enrolled, should the school district exit the child?	Yes
43.	Should a home schooled student or a student from a private / parochial school who only attends speech be enrolled? Does the age of the student matter?	If the student is IEP (Individualized Education Plan), the school district must enroll the student in SIS. If the student is ISP (Individualized Service Plan), do not enroll the student in SIS. ISP's are given to students who are parentally placed in a private/parochial school
44.	Do we enroll Pre-K children in SIS who only attend a speech program?	If the student is IEP (Individualized Education Plan), the school district must enroll the student in SIS. If the student is ISP (Individualized Service Plan), do not enroll the student in SIS. The enrollment is included in Fall Housing.
45.	If a Pre-K child, IEP, is attending speech only 2 days a week, what should the FTE be?	The FTE should be 1.0
46.	If the parents are paying tuition, do we enter the student information into SIS?	Yes

47.	What should happen when Pre-K children who are paying to attend a program in another district return to the local school district?	The child should be exited from the school district and be enrolled in the local school district.
48.	Can the ELL data be rolled over from year to year? In the past there has been a spreadsheet which the school district used to recreate the data. Not having a roll-over causes extra work for the teachers.	Some of the data could be rolled over but not all because SIS cannot assume the child is in the same program.
49.	When a child attends a private school during the school year but attends the public school in the summer, should the child be enrolled in SIS?	No
50.	Please explain the approval levels in SIS.	There are currently three user levels in SIS <ul style="list-style-type: none"> - View only – search and run reports - General user – search, run reports, enter and exit students - Document Administrator– all access.
51.	How can a user get the access level changed?	The first step is to discuss the change with the superintendent. Apply for a new approval level Have the superintendent approve.
52.	Some school districts have a joint agreement to have a preschool program in one location. Who enrolls the students?	The school districts need to work out a joint agreement among the schools to determine who will enroll the students.
53.	Should federal Headstart students be enrolled in SIS?	No
54.	Does the school district need to enroll all Pre-School for All students?	Yes
55.	I talked with our Bilingual Coordinator and told her according to pg 10 of your Powerpoint that we need to start marking Pre-K students as LEP. As a little background, our district doesn't have a Bilingual Pre-K program. She said that the Illinois Resource	W-APT – Kindergarten Listening and Speaking could be administered to Pre-K students regardless if they have a bilingual program. They need to assess the students eligibility and not automatically mark them as LEP.

	Center in Arlington Heights told her it is inappropriate to test Pre-K students with the W-APT test. Therefore, we don't test our Pre-K students to determine if they're LEP.	
56.	Is the IWAS view only access available and can it be used by principals? How can a person get view only access?	Yes, the view access is now available. To obtain view only access the person must set up an account. <ul style="list-style-type: none"> - Access the ISBE website - Select Student Information System - Enter the information required for a new ID - Select View Only Access and submit - Superintendent approves.
57.	Out of state students who move into the district who have early intervention in the other state may have ID numbers but not the same number as the Illinois number. If we do not have the information, how do we enter the child in SIS	Mark the element <i>Referral by CFC</i> as "No".
58.	In the past the ELL deadline is end of school year, has it also changed to October 15?	No, the date has not changed to October 15. Mark the student as ELL as soon as possible but no later than the end of the school year. An advantage to identifying the student as ELL early is to get the labels printed.
59.	What should districts indicate as the IEP Completion Date if the district accepts the IFSP (Individualized Family Service Plan) as the IEP when the child transitions from Early Intervention at age 3?	The IEP Completion Date should be the date the IEP team accepts the IFSP and determines the child eligible for special education services.
60.	How should a child be coded who attends kindergarten in the morning and Pre-K in the afternoon?	The child should be enrolled as Early Childhood with an FTE as 1.0.
61.	Should Early Childhood data be entered for Kindergarten?	No
62.	Should Special Education be included in the Early Childhood?	Early childhood data should be included for all students ages 3-5 regardless of whether the child is in regular or special education.

63.	Should Early Childhood students who attend speech only be enrolled in SIS?	If the student is IEP (Individualized Education Plan), the school district must enroll the student in SIS. If the student is ISP (Individualized Service Plan), do not enroll the student in SIS. ISP's are given to students who are parentally placed in a private/parochial school.
64.	What is the definition of PFA classroom?	From the data elements on SIS. The child is attending a preschool classroom for 3 to 5 year old children. Funding for this classroom 1) began in FY 2007 or later, and 2) comes from the Preschool for All Initiative of the Early Childhood Block Grant. (Funding began in 07 FY or later).
65.	A child is recommended for an ELL Program. What are the options for the child?	Transitioned - Student was placed in a mainstream program after meeting exit criteria and no longer receiving LEP services. Withdrawn by Parents - Student has been withdrawn from the program at the request of parents. Erroneous entry - Student has left the program for reasons other than those listed above.
66.	Early Childhood referral from CFC does it have to be submitted by batch or can it be submitted on-line?	Referral by CFC can be submitted using either batch or on-line.
67.	How do we code a Pre-K student who is included in the at risk program and also in a local program?	SIS provides for including both, see slide 19 of Planning for School Year 2009.
68.	Should an Early Childhood Student who declines Special Education through district be enrolled in SIS? The child is not involved in any other program.	The student should not be enrolled in SIS.
69.	Who should exit the students if we are not sure who enrolled the students and if they are exited?	Call help desk to see if the children are still enrolled.
70.	Slide 20 Can a student be enrolled if some of the data is missing?	Enroll the students first. The mandatory ELL data can be added before the school year ends.
71.	Does the system create ACCESS labels for Pre-K?	Only K through 12 take the ACCESS test. W-APT is a different test and is used in Pre-K. After Pre-K take the W-APT test they can be

		marked LEP.
72.	After the Fall Housing data is pulled, can we continue to enroll and exit students?	Yes, Keep current because of ACCESS labels for ELL upload and the ability to match scores to the right student.
73.	Home language and native language, child adopted from Korea what should the home language be if both of the parents speak English but the child speaks only Korean?	Korean language is native and home language for the child. The team will add definitions to indicate the Child's language takes precedence over the parent's language.
74.	Will promoted students get a new ELL record? What should the status be?	Status is part of record copied but some of the other fields will not be copied.
75.	What should the date of the ELL service be?	The date the child began ELL service.
76.	When the child is withdrawn by the parents, should the indicators change or remain the same?	They would remain the same.
77.	Will discipline data be mandatory this year?	Discipline data is voluntary this year and may not be next year.
78.	What are Access levels are based on?	Student demographic upload.
79.	Where can we find directions for putting together materials for ACCESS test?	Contact Assessment 784 4823
80.	For the RCDTS for non-public schools do we default to the home school?	Non-public schools do not include Special Ed facilities. We still testing on non-public schools.
81.	How do we enter the data for early childhood education?	Mark Local / Other as yes
82.	Living arrangements of parents - how is that marked when both parents are at home and then something occurs so the parents are no longer together?	Update the information as it occurs.
83.	How should the data be coded if one parent is a step parent?	Code as both parents.
84.	How are outplaced students counted for fall housing?	Home school enters the data for all students but the fall housing is counted in the serving school.
85.	In View only access is there access to the ISAT reports?	View Only access allows access to all reports.
86.	For Early Childhood students, do we have to submit data on children who have	No, mark referral by CFC as No. All transitions after August 1, 2008 must have this transition information.

	transitioned from Early Intervention to Early Childhood Special Education prior to August 1, 2008?	
87.	What happens when early intervention is declined by the parents?	When the family declines Early Childhood Special Ed services and the child does not enroll in any other district program, the child should not be enrolled in the district.
88.	Do we mark speech services for Early Childhood as an FTE of 1.0?	Yes
89.	A child attends Federal headstart in the morning and our program in the afternoon. Should we enroll the student?	Yes
90.	What happens when the evaluation is completed prior to age 3?	As long as the IEP completion is before or on the third birthday, you should not have any issues.
91.	IEP is in place but the student does not start the program because of some physical reason or other problem. Is this a problem?	The IEP must be completed on or before the student's third birthday. The IEP team may decide an appropriate date for the student's services to begin.
92.	When an Early Childhood student stops going to speech, what should we do?	Exit the student and if the parents wants to start services again, re-enroll the student.
93.	If the parent declines IEP for speech only, do we exit the student	Yes
94.	Is View access district wide access all school in district?	View Access allows access to all students in Illinois. It provides the ability to run reports for the district or school.
95.	Can you provide more information on Slide 28 – new arrival to US schools?	See data elements see under ELL for the differences for the first year in US. The ISBE web page is the location of the data elements.
96.	In viewing the service school students, what happens if they are missing?	Contact the school that entered or it is your student, correct the data.
97.	Can we get a Student assessment mass csv file for scores?	Request file for Access fields and if you still need assistance, call the help desk.
98.	For kindergarten FTE 1.0 can you change it to .5 in batch	Yes
99.	Three pre-schools for 3 and 4 year olds which are not Special Ed and have no grants. Is this local / other funding?	Yes

100.	When students from other districts are in a program, who enrolls the students?	The home school must submit the data.
101.	If the school district entered the data incorrectly, what needs to be done to correct?	Contact the school district to get the data corrected.
102.	When is W-APT optional?	It is only optional for Pre-K.
103.	What should the FTE be for a child enrolled in kindergarten half day and half day in a Special Education program?	Mark the FTE as 1.0
104.	Pre-K children with an IEP who are enrolled in speech only do we have to enter the child in SIS?	If the student is IEP (Individualized Education Plan), the school district must enroll the student in SIS. If the student is ISP (Individualized Service Plan), do not enroll the student in SIS. ISP's are given to students who are parentally placed in a private/parochial school.
105.	Discipline data is optional is that correct?	Yes
106.	If a child Speaks only a foreign language what kind of services do we provide?	Call ISP help desk and ask for ELL.
107.	If a school houses a program, are they the home school?	Yes, the school is the home and serving school.
108.	Is discipline data required for next year?	Voluntary 2008 – 2009 but the option may change for the 2010 school year.
109.	Family structure is entered when the child started in the program, can this change?	Yes
110.	What is the PFA household income?	The child is from a family whose income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of health and Human Services under the authority of 42 U.S.C. 9902(2) Preschool for all funded income level is priority 2, risk is priority 1 then income level.
111.	How do we view the Fall Housing Report?	The SIS Reports, once the data is collected, is the same process as in previous years.
112.	At risk from other districts attending our program. Can I submit the students for Fall	No residency requirements, the school can submit as home and service school.

	Housing?	
113.	Have IEP students attending as an at risk student, who is the home school?	Joint agreement should define who wrote the IEP. The child has only one district as the home district and that is who should enroll the child.
114.	Before and after August 1 what is different with Early Childhood programs?	Children who transition from Early Intervention to Early Childhood Special Education programs before August 1, 2008 should have faxed the tracking forms to ISBE. After August 1 this information must be entered into SIS.
115.	Can a school district correct Access test data?	Yes, as long as the student is still enrolled in the program.
116.	What is the family structure for a child in foster care?	The team will get with back you.
117.	For second year preschool students does the data need to be resubmitted?	Transition information from Early Intervention to Early Childhood Special Education does not have to be submitted, but the child needs to be enrolled in SIS.
118.	How do you determine the economic status if they do not mark free or reduced lunch?	Income level on early childhood is obtained by asking the family for the information this year.
119.	Do we enroll Home bound students?	For Home bound students the home school is also the service school.
120.	Can I split the FTE when a child attends a class in a different school? For example a Jr High School student attends a math class in the High School.	Use percentage to split the FTE.

Change log

Version	Date of Change	Change	Changed by
v.2	10/08/08	Added the report information to question 2	Barbara Ferguson