

Illinois State Board of Education (ISBE) Student Information System (SIS) SIS Training 2009 Q & A		
#	Question	Answer
	General SIS Questions	
1.	Can students be Title I School Wide and Title One Targeted but not FRL/Low Income?	In a Title I targeted assistance school, Title I funds may only be used to provide services to eligible students identified as having the greatest need for special assistance. Eligible students are students who are failing, or most at risk of failing, to meet the Illinois Learning Standards on the basis of multiple, educationally related, objective criteria. In a Title I schoolwide school, Title I funds may be used to provide services to any student. In order for a school to be schoolwide, they must be 40% or more poverty. For more information on Schoolwide and Targeted Assistance see http://www.isbe.net/grants/ppt/understanding_title1.ppt
2.	Can the Print default be changed to “All pages” on the reports?	Due to the software being used to serve the reports this option is not available.
3.	Can ISBE create a web based Student Management System?	Currently there are no plans to create a web based student management package,
4.	Can we search for a student in Direct Certification (Nutrition) and pull the SIS data we have already entered instead of re-entering the data?	Currently the SIS system is not linked to Nutrition and there are no plans at this time to link to nutrition.
5.	Can we have a universal Student Demographics Form (Standardized Enrollment Form) we can hand out to parents that would match SIS collections?	ISBE is not developing such a form but there is no reason why a district cannot create their own.
6.	Can we have a Demographic Enrollment Request File?	ISBE is looking into this.
7.	Could the Submit, Cancel, ETC buttons at the bottom of the SIS pages also appear at the top of the pages also?	We will take this into consideration,

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8.	Can the reports you produce have a header record on every page?	To keep the reports from being too long, the header record is only displayed on the first page of the report.
9.	Can we have an open source template option? Open office supported docs?	The same process should be able to be done with Open Source software. We will look into this.
10.	Can we have the most recent enrollment first on the enrollment page?	The most recent enrollment is listed first on the enrollment tab. Please call the help desk for assistance if you have questions.
11.	Can we have more than just two people attend training for our district?	Please call ahead of time and we can accommodate.
12.	Could you please implement attendance – Excused Unexcused to streamline E-Report more – Would take care of aggregate attendance and truancy reporting along with attendance breakdown – Gender Race IEP FRL/Low Income?	SIS does not collect attendance data at this time.
13.	The Pre-k Teachers love the new Early Childhood Outcomes Form, Thank you for that. Is there a similar document available for the secretaries entering SIS data? Just curious, they always forget something, then I have to upload again.	No form is available.
14.	Are there plans to interface with E-plans? If the ISAT data was interfaced with E-plans the School Improvement Plans could be completed earlier? E-plans is not updated with ISAT Data until late September or October?	The data were provided earlier this year to the IIRC and is available now. Your SIP should have already been pre-populated.
15.	Can SIS be in sync with the Illinois Interactive Report Card?	The data are provided to the IIRC after all of the corrections have been made and the correction windows closed. We do not want to provide preliminary data to the IIRC because that would create problems with the accuracy of the information.

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16.	Will the system allow labeling a student as dropped out before they are 17 years of age?	Yes.
17.	Can the ROEs have access to see there Regions of schools, student data?	ROEs already have access to aggregate data for the districts in their regions. FERPA requirements prevent the ROEs from having access to individual student information.
18.	If a student is half-day Pre-K and half-day Kindergarten we were instructed to enroll them as Pre-K. How does this affect our Fall Housing?	Fall Housing counts are taken from the SIS.
19.	Can we have CPDU's for this class? I am a teacher as well as a tech coordinator for my district. Thanks!	No
20.	Students that attended summer school for Title I, should they be indicated as Title I in SIS?	Students should be Title I all year, not just for the summer. Only students who are eligible for Title I can participate in any Title I programs.
21.	Transitioned Students (High school Requirements completed) do they need to remain in SIS? Do they remain grade level 12?	They will remain in the current school year but not following school year.
22.	Can we have a Transferring student within District screen added to the Exit Enrollment function in SIS?	We will look into this.
23.	Can we have a yearly timeline for the entire SIS process including dates for reporting?	In the future we plan to have a yearly schedule available.
24.	Can we have the ability to proof and correct the fall Enrollment report before it is finalized? We had students that were not ours listed on the report, Pre-K students that attended a special education program held by Spec Education Township program that is located in our building. These students are not our students.	You have the ability to proof and correct the SIS data before the actual count is taken.

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25.	Can the Fall Enrollment total in SIS match the Enrollment totals on the E-report card?	We are considering this for the future.
26.	Can an audit log of all transactions / Changes be made available to users for look-up purposes?	Currently we do not have this functionality.
27.	Can the Fall Enrollment report include out of house placement students?	We are considering this for the future.
28.	Can the system be tuned to run a little faster?	We are working on improving the performance of the system.
29.	SES- My understanding is that SES is offered to Low income students with academic problems. You are allocated a certain number of slots for SES and they should be offered to the Low income population first. If they do not take it, then it may be offered to students that Pay Lunch, but have an academic deficit.	Under the No Child Left Behind Act of 2001, Section 1116 (e), students from low-income families attending schools that do not make adequate yearly progress for three or more years are eligible to receive Supplemental Educational Services (SES). If the funds available are insufficient to provide SES to each eligible student whose parent requests those services, an LEA must give priority to the lowest-achieving eligible students [Section 1116(b)(10)(C); 34 C.F.R. §200.45(d)]. http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc
Assessment Questions		
30.	Can the definition to Enrolled in Home School/District be cleaned up to state that it must be Continuous from 5/1 to testing date?	The description states, "Identifies a student enrolled continuously in their home school on or before May 1 of the previous school year."

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31.	Can we have a way to connect the enrollment date (Original Entry to School) with the on or Before May 1st enrollment?	The enrollment date is for “The month, day, and year of the student's first day of attendance for the CURRENT enrollment year.” May 1 information is from the previous enrollment year. SIS will pre-populate the record correctly if the student tested in the same district the previous year. If the student is new to the district or if the student was not in a tested grade the previous year, SIS will default the On or Before May 1st value to “Yes”
32.	Can we have a Plan And Explorer Pre-ID file Generated from SIS?	You still will follow ACT’s ordering process for the Pre-ID labels. You can, however, request a file from SIS for Explore or Plan that is in ACT’s Pre-ID format. Once the file has been requested and processed it will be sent to your Downloads link in SIS. Once you have downloaded the file follow ACT’s instructions entering the data into the template and sending the file securely to ACT.
33.	Can the Definition for Enrolled in Home School / District on or before May first be reviewed and written a little better to explain that its May First of the previous year?	The description states, “Identifies a student enrolled continuously in their home school on or before May 1 of the previous school year.”
34.	Can we have the composite ACT score put on the scores rather than just showing the subjects?	ACT composite scores are not part of PSAE reporting. Students who earn reportable ACT scores receive ACT score reports mailed to the address they provide. ACT results are also sent separately to high schools as they are identified on Day 1 PSAE answer folders submitted for processing.
Discipline Questions		
35.	Can we have a Temporary Individual Student report for Student Discipline?	There are currently no plans for this.

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36.	Can the serving school be allowed to submit Student Discipline Data?	Only the home school can submit data.
37.	Can we have clear definitions regarding arrangements with ROE's renting space at School Districts? We would like to know who enrolls the student and who does not.	The student's resident district should enroll the student regardless of where the ROE is providing services.
38.	Can you review the Drug offense definition, the definition we have is broader than what is in the SIS Data elements?	The SIS data elements are in line with the federal reporting requirements. If you need clarification on specific language in a data element, please contact the SIS Helpdesk.
39.	Disciplinary Action codes need to be reviewed. Students expelled and attending safe schools would/should fall under Expulsion – Received Educational Services. Transfer to Alternative program does not cover these students. Some students are expelled and not classified expulsion eligible. Is there a consequence missing?	We know that the definitions that the state has provided do not exactly correlate to those used within a district. The definitions the state has provided are based on the definitions used in the federal regulations. We are currently looking at a way to try to bridge or map the definitions for district use. However, at this time we have to implement what are outlined in the federal regulations.
40.	Can the serving school be responsible for submitting the Student Discipline information? In most instances the Serving school is issuing the Disciplinary action to the student.	Only the home school can submit data.
41.	Can we integrate SIRS with SIS discipline Data?	ISBE is looking into this.
42.	Do we report Safe and Civil schools discipline referrals?	Yes, All Student Discipline Referrals reported from Safe or Civil schools should use a Disciplinary Action Code of "05"
	Special Education Questions	

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43.	In order to begin the process of transitioning a 2 Year old special needs child to the school district the IEP computer program requires a SIS number. (Easy IEP) To obtain the SIS number we need to enroll the student in the district. They may qualify and begin an IEP at a future date or they may not qualify for service and never attend the district. How do we handle this?	You will need to contact your vendor about this. The system should not be requiring a SIS ID. You would obtain that ID only when the student has been enrolled in a Pre-K program in a district or when the student has been determined eligible for an IEP and is enrolled in district program.
44.	Can Special Ed Coops have access to Early Childhood Outcomes data? This data is not held at our district.	Special Education Cooperatives have view only access to Early Childhood Outcomes data.
45.	When entering a Special Education Student that is in grade 12 for multiple years what exit code should be used? What grade level should they be re-enrolled as?	The student should be marked as retained until the student graduates or exits. They would continue to be enrolled in the 12 th grade.
46.	Please clarify which non-enrolled must have an SIS Number if they are receiving services. Example, Private school students receiving speech etc.	Students whom are receiving services within a public school setting that have an IEP should receive a SIS ID. For example, students' who attend a private school, but are receiving speech services at a public school and have an IEP would have a SIS ID.
47.	What if I have a student that turns 3 years of age during Spring Break? Currently the only code I can specify is school district delay which counts against us.	It is the responsibility of the school district to have this student's eligibility determined by the child's third birthday. The IEP team can decided to delay the start of services until a later date. But the determination of eligibility must be done before the third birthday.
	English Language Learners	

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48.	<p>This year we received a letter from the ELL division regarding LEP students served in our district from school year 2009. The students given to the ELL division were all students we had marked at anytime during school year 2009. Next year can we receive a file of only those that were on the access Pre-ID label file? Our students were reported correctly in SIS but the ELL Departments letter did not include the information reported in SIS and caused our district a lot of extra work.</p>	<p>The data files that districts received in July 2009 came from SIS and reflects all LEP students enrolled in the district from August 1, 2008 through June 16, 2009 that have no matches in the 2009 ACCESS. ISBE is accountable for reporting ALL LEP students enrolled in the schools of the State, regardless if they are tested or not. There are three different data files that are used by ISBE as sources of information for reports that are submitted to USDE:</p> <ul style="list-style-type: none"> • All LEP students enrolled in the district during the school year • All LEP students that are enrolled during testing window • LEP students that are tested on the ACCESS <p>For 2010 ACCESS, days prior to testing, DELL will send a list to district of names of students that will be tested. ISBE expects that close to 100 percent of students in the list will be tested. (Adam or Howard, will you kindly confirm this?)</p>
49.	<p>What do we do if parent refuses the student taking the ACCESS test, just keeps them home during testing?</p>	<p>Parents can refuse services BUT NOT ACCESS testing. By law, all LEP students have to participate in the annual English language proficiency assessments. Districts have to inform the parents about the law, besides parents could not keep the child during the entire testing window (at least six weeks) at home.</p>
50.	<p>How does a Private Pre-K facility identify students as LEP if it takes a qualified teacher to give the LEP screeners? How do we give the student services? Our three and four year old students are learning English anyway no matter what their native language is.</p>	

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51.	Can we have access to the ELL data even after the student has stopped receiving services but is still enrolled?	YES
52.	Student transfers in from another school where they were LEP but when on the Home Language survey put English for both Home and Native language, how do we mark the student?	Good question – if you know that they are LEP from another school or district based on the ACCESS, then they should be continuously marked LEP. ACCESS is the key for deciding whether the student is LEP or not.
Early Childhood		
53.	Data elements indicate a student must attend at least 4 hours a day to be full time, but most Pre-K do not attend 4 hours. We were told to enroll Pre-K as 1.0 FTE? Does the definition need to be reviewed?	ISBE will look into changing the FTE definition. Pre-K are an exception to this and should always be 1.0.
54.	Can we have the capability in SIS for additional assessments for Pre-K? The ARRA/Fed data mining utilize several currently.	ISBE will look into this.
55.	How do we code a student that is half-day Early Childhood and half-day Pre-K? Who is the home school? What is the FTE? Are these students dually enrolled?	Early Childhood students and Pre-K students are the same. Any student that is ages 3-5 regardless of IEP status are considered Early Childhood and the grade level is Pre-K. FTE for Early Childhood students is always 1.0 and the funding received should be marked correctly when submitting the Early Childhood data. These students are not dually enrolled.
56.	For students who attend an Early Childhood Special Ed at home school then attend a pre-k at local ISBE grant private preschool, would both schools be 1.0FTE? Who takes priority? If so would the FTE be greater than 1.0.	The student can only be enrolled once with an FTE of 1.0. The Home School will be the Public School district that wrote the IEP and the serving school is the private Early Childhood facility

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57.	Can we have the Pre-K follow-Up names before March 1st?	You can run a report to see the Pre-K follow-up students before March 1 st of the current year but data can not be submitted on the students until after March 1 st .