End of School Year 2017
Planning for School Year 2018

Student Information System

April 27, 2017
This Webinar is being recorded.

Please do not provide any Student, Personal, or Vendor information.
Webinar Tips

- **Tips for Listening**
  - Computer speakers
  - Headset connected to a computer
  - Telephone

- **Tips for Speaking**
  - Make sure you have a microphone plugged in or the computer you are using has a microphone before raising your hand.
  - Make sure all audio settings in the computer are un-muted and speakers are turned down before talking.

- **Question & Answer**
  - Question & Answer Session will be held at the end of the Webinar.
  - Raise your hand to ask a question.
  - All text messages are logged.
  - Text questions will be posted in a Q & A document after the Webinar.
  - If you are using a telephone, the audio pin number must be typed in correctly before you can talk.

- **Troubleshooting**
  - If you are disconnected from the Webinar at any time, you can click the link that was provided to you in your email or you can re-register for the Webinar to gain access.
  - If you are listening via telephone and close out of the Webinar on your computer, you will be disconnected.
• Welcome / Introductions
• Assessment Correction and Scores Process
  • ACCESS
  • DLM-AA
  • PARCC
  • SAT
• End of School Year 2017 Tasks
  • What is required before exiting students?
  • What can be provided after the student has been exited?
  • Verify data used for Report Card and Accountability
• 2018 School Year Changes
  • ESSA
    • Military Changes
    • Chronic Absenteeism
  • Early Childhood Updates
    • Prenatal
    • Birth to 3
    • Early Childhood Program (Pre-k)
    • Early Childhood Courses

• SIS Updates
  • State Course Codes Added or Retired
  • IEP/ISP/Private Schooled Indicator Change
  • Service Provider for both IEP and ISP students
  • Multiple SID Online
  • Online Updates
    • Demographic
    • Enrollment
    • Exit
  • New Links on Student Profile
  • EL Screener added
    • Model for Kindergarten Only
    • Dropped WAPT
• SIS Summer Training
• Upcoming Key Dates
• Districts’ Next Steps
• Where to Direct Questions
Presenters

- Howard Hammel
  SIS Project Manager

- Adam Lowery
  SIS Business Analyst

- Lindsay Langer
  SIS Business Analyst

ISBE Key Team Members

- Brent Engelman
  Division Administrator/Director, Information Technology

- John Shake
  Division Supervisor, Information Technology
Resource documents are readily available:

- Located on the ISBE SIS webpage at [https://www.isbe.net/Pages/Student-Information-System.aspx](https://www.isbe.net/Pages/Student-Information-System.aspx)
  - ISBE SIS Announcements
  - User Manual
  - Validations Document
  - File Format Layouts
  - Excel Templates
    - Tips for Completing *(Data Collection Name)* Template
    - Steps for Creating and Uploading *(Data Collection Name)*
  - Data Elements
  - Archived Meetings and Presentations
  - Frequently Asked Questions
Assessment Correction and Scores Process ACCESS
On 02/27/2017, ACCESS Correction was populated for all the students that were ELs (LEP = Yes) between 01/09/2017 and 02/24/2017

- Demographic, Home School and Grade details must reflect a student’s status as of the last day of the ACCESS testing period.
- Changes made to the ACCESS Correction data does not update the related student enrollment information in SIS.
  - Updates to SIS student demographic, enrollment and program indicator data (and enrollment exits) must also continue through the end of the school year.
  - If student demographic errors are identified in the ACCESS Correction file, revisions must be made both via the ACCESS Correction file and within SIS (via the Student Demographic/Enrollment batch file or the available online areas).
- An ACCESS Correction record can only be added if the student has an EL record in your district for the current school year.
- To add a student to the ACCESS Correction, make sure the student has an enrollment during the Testing Window and the LEP Indicator is Yes.
• Student tested but not found in ACCESS Correction:
  • If you tested a student for ACCESS and the student is not on your ACCESS Correction, enroll the student as LEP – ‘YES’ with enrollment dates between 01/09/2017 and 02/27/2017 (If student is already enrolled, just mark student as LEP- ‘YES’). An overnight process will ADD the student to ACCESS Correction.

• Student Exited before ACCESS Test started:
  • If you have a student in ACCESS Correction who left your school before the ACCESS Test started (01/09/2017), exit the student with Exit date prior to 01/09/2017. An overnight process will REMOVE the student from ACCESS Correction.

• Working with ACCESS Correction:
  • Provide the Reason for Not Testing for the EL Students that did not test ACCESS.
  • Update the Demographics, Program Indicators, Enrollment School and Grade as of the last day of ACCESS Testing. Please note that this only updates the ACCESS Correction. Demographics and Enrollment Batch or Online screens should be used to update SIS Student Demographics and Enrollment.
• The following fields can be added or updated during the ACCESS Correction Window:

- Student Tested
- Reason for Not Testing
- SAP ID
- Legal Last Name
- Legal First Name
- Legal Middle Name
- Birth Date
- Race Code
- Gender Code
- Homeless Indicator
- Migrant Indicator
- IEP Indicator
- FRL/Low Income Indicator
- 21st Century Indicator
- Home School RCDTS
- Grade Level at Time of Testing
- Test Taken
ACCESS Correction/Scores

- **List of Not Tested Reasons**
  - 01 - Medically Exempt
  - 02 - Homebound Exempt
  - 03 - In Jail/Locked Facility
  - 04 - Out of State/Country
  - 05 - Not Enrolled/Not LEP at the Time of Testing
  - 07 - Transferred Out During Testing
  - 08 - Transferred In During Testing
  - 09 - Deceased
  - 10 - Absent from Testing
  - 15 - Refusal but Present to Test
  - 20 - Obtained proficiency in a prior year or proficient based on screening tests

Link to SIS Data Elements [https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx](https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx)
• ACCESS Assessment Correction – Reports Screen
### 2015 ACCESS Assessment Correction Summary

**Assessment Home District:** 123456789  
**ISBE SD 101**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students:</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Homeless Indicator: Yes</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Homeless Indicator: No</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Migrant Indicator: Yes</td>
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<td>2</td>
</tr>
<tr>
<td>Migrant Indicator: No</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>IEP Indicator: Yes</td>
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<td>IEP Indicator: No</td>
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<td>FRL Indicator: Yes</td>
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<td>0</td>
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<td>FRL Indicator: No</td>
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<td>21st Century Indicator: Yes</td>
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<td>21st Century Indicator: No</td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Tested: No</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**4/15/2015  9:55 am**
## ACCESS Assessment Correction – Detail Report

### 2015 ACCESS Assessment Correction Report (Detail)

**Assessment Home District:** 123456789  \( \text{ISBE SD 101} \)

**Selection Criteria:** None  \( \text{Sorted By: grade at testing} \)

<table>
<thead>
<tr>
<th>Columns</th>
<th>A</th>
<th>Race Codes</th>
<th>B</th>
<th>Gender Codes</th>
<th>C</th>
<th>Homeless Indicator</th>
<th>D</th>
<th>Migrant Indicator</th>
<th>E</th>
<th>IEP Indicator</th>
<th>F</th>
<th>FRL/Low Income Indicator</th>
<th>G</th>
<th>21st Century Indicator</th>
<th>H</th>
<th>Grade</th>
<th>I</th>
<th>Reason for not testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td></td>
<td>E</td>
<td></td>
<td>F</td>
<td></td>
<td>G</td>
<td></td>
<td>H</td>
<td></td>
<td>I</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reasons For Not Testing:**

- 01 - Medically Exempt
- 02 - Homebound Exempt
- 03 - In Jail/Locked Facility
- 04 - Out of State/Country
- 05 - Not Enrolled During the Time of Testing
- 06 - Not In Valid Grade
- 07 - Transferred Out During Testing
- 08 - Transferred In During Testing
- 09 - Deceased
- 10 - Absent
- 15 - Refusal but Present to Test
- 19 - Reserved for Internal Use
- 20 - Obtained Proficiency in a Prior Year or Proficient Based on Screening Tests

*Race Codes definitions can be found on the Student Information System web site.*

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Test Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>SIS Home School</th>
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<tbody>
<tr>
<td>999999999</td>
<td>TEST, STUDENT A</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>TEST, STUDENT B</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>16</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>TEST, STUDENT C</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>M</td>
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<td>N</td>
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<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>TEST, STUDENT D</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>TEST, STUDENT E</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>DOE, JOHN</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>TEST, STUDENT</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
</tr>
</tbody>
</table>
• Assessment → ACCESS Correction Link
• ACCESS Assessment Correction Search

To work with Student ACCESS Assessment Correction data, the student must have a valid enrollment in the current school year in your district and be marked LLP. To Search for a student, please provide the SID along with one of the following:

- Last Name
- First Name
- Date of Birth

Then click the 'Search' button.

Fields marked with an asterisk (*) are required.

Search Criteria:

*SID

*Legal Last Name

*Legal First Name

*Date of Birth (mm/dd/yyyy)

AND AT LEAST ONE BELOW

Test | Grade | Last Day of Testing Window | Last Day of Assessment Correction
-----|-------|----------------------------|-------------------------------
ACCESS | K,1,2,3,4,5,6,7,8,9,10,11,12 | 12/22/2015 | 05/22/2015
Alternate ACCESS | K,1,2,3,4,5,6,7,8,9,10,11,12 | 12/22/2015 | 05/22/2015

Assessment Year: 2015
• ACCESS Assessment Correction Student Detail
• ACCESS Assessment Correction Details

<table>
<thead>
<tr>
<th>ACCESS Information For The Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SID: 123456789</td>
</tr>
<tr>
<td>Last Name: Smith</td>
</tr>
<tr>
<td>First Name: John</td>
</tr>
<tr>
<td>Middle Name:</td>
</tr>
</tbody>
</table>

- **Student Tested**: Yes
- **Gender**: Male
- **Race/Ethnicity**: Hispanic or Latino

<table>
<thead>
<tr>
<th>Homeless</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited English Proficiency (LEP)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Individualized Education Program (IEP)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Free or Reduced Price Lunch (FRL) / Low Income</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Migrant</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>21st Century Community Learning Centers</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

[Next]
**ACCESS Assessment Correction Review**

Please review the information before submitting your request.

- If you need to correct any information, press CHANGE button in the appropriate section.
- If you are ready to submit your request, press SUBMIT button.

<table>
<thead>
<tr>
<th>Student ID (SID)</th>
<th>123456789</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Last Name</td>
<td>Smith</td>
</tr>
<tr>
<td>Legal Middle Name</td>
<td></td>
</tr>
<tr>
<td>Date of Birth (mm/dd/yyyy)</td>
<td>10/01/2000</td>
</tr>
<tr>
<td>Test Taken</td>
<td>ACCESS</td>
</tr>
<tr>
<td>Valid Grade When Testing</td>
<td>10 - Grade 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Tested</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason For Not Testing</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Race</td>
<td>Asian</td>
</tr>
<tr>
<td>Homeless</td>
<td>No</td>
</tr>
<tr>
<td>Limited English Proficiency (LEP)</td>
<td>Yes</td>
</tr>
<tr>
<td>Individualized Education Program (IEP)</td>
<td>No</td>
</tr>
<tr>
<td>Free or Reduced Price Lunch (FRL) / Low Income</td>
<td>No</td>
</tr>
<tr>
<td>Migrant</td>
<td>No</td>
</tr>
<tr>
<td>21st Century Community Learning Centers</td>
<td>No</td>
</tr>
</tbody>
</table>
ACCESS Preliminary Scores will be posted in SIS on 05/08/2017.

Verify students are not missing ACCESS Scores.
  • Run an ACCESS Scores **Summary Report** located under Reports in the **Bilingual** section.
    • Make report criteria selections.
    • Review **Result Codes**.

ACCESS Last Day of Assessment Corrections is 05/26/2017, 4:00 p.m.

ACCESS Data Reconciliation Between ISBE & Vendor 05/27/2017 – Early July

ACCESS Online Posting of Final Scores will be Mid July

ACCESS Final Paper Reports Arrive in Districts on 08/01/2017
• ACCESS Score Report - Summary
## ACCESS Score Report - Summary

### 2015 ACCESS Scores Summary

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS Home District: 123456789</td>
<td>ISBE SD 101</td>
</tr>
<tr>
<td>Total Students:</td>
<td>6315</td>
</tr>
<tr>
<td>SIS Grade Level: Kindergarten</td>
<td>1014</td>
</tr>
<tr>
<td>SIS Grade Level: 1 - Grade 1</td>
<td>1139</td>
</tr>
<tr>
<td>SIS Grade Level: 2 - Grade 2</td>
<td>1067</td>
</tr>
<tr>
<td>SIS Grade Level: 3 - Grade 3</td>
<td>988</td>
</tr>
<tr>
<td>SIS Grade Level: 4 - Grade 4</td>
<td>595</td>
</tr>
<tr>
<td>SIS Grade Level: 5 - Grade 5</td>
<td>421</td>
</tr>
<tr>
<td>SIS Grade Level: 6 - Grade 6</td>
<td>360</td>
</tr>
<tr>
<td>SIS Grade Level: 7 - Grade 7</td>
<td>351</td>
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<tr>
<td>SIS Grade Level: 8 - Grade 8</td>
<td>380</td>
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<tr>
<td>Result Codes: 1</td>
<td>30</td>
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<tr>
<td>Result Codes: 3</td>
<td>1</td>
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<tr>
<td>Result Codes: 4</td>
<td>1</td>
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<tr>
<td>Result Codes: 5</td>
<td>82</td>
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<tr>
<td>Result Codes: 5 1</td>
<td>1</td>
</tr>
<tr>
<td>Result Codes: None</td>
<td>6203</td>
</tr>
</tbody>
</table>

### Possible Result Codes

- **1 = Missing Scores**
- **2 = Missing EL Data**
- **3 = No Action Required By School District. This Error Will Be Corrected By Vendor.**
- **4 = Grade levels in Columns A and B are not the same. This item should be reviewed to ensure that the student was tested in the correct grade.**
- **5 = Alternate ACCESS Test Score**
• Identify EL Students with Missing ACCESS Scores.
  • Run an ACCESS Score Detail Report located under Reports in the Bilingual section.
    • Make report criteria selections.
    • Sort by Error.
ACCESS Score Report - Detail
**ACCESS Correction/Scores**

- **ACCESS Assessment Score (Detail) – Criteria Screen: Select sort by - Error**

![ACCESS Assessment Score (Detail) - Criteria Screen](image-url)
### ACCESS Correction/Scores

Student Information System (SIS)

- **ACCESS Assessment Score** – Detail Report

#### 2015 ACCESS Scores Report (Detail)

<table>
<thead>
<tr>
<th>Columns</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>SIS Grade Level</td>
</tr>
<tr>
<td>B</td>
<td>Tested Grade Level</td>
</tr>
<tr>
<td>C</td>
<td>Tier</td>
</tr>
<tr>
<td>D</td>
<td>Listening Scale Score</td>
</tr>
<tr>
<td>E</td>
<td>Speaking Scale Score</td>
</tr>
<tr>
<td>F</td>
<td>Reading Scale Score</td>
</tr>
<tr>
<td>G</td>
<td>Writing Scale Score</td>
</tr>
<tr>
<td>H</td>
<td>Comprehension Score</td>
</tr>
<tr>
<td>I</td>
<td>Oral Scale Score</td>
</tr>
<tr>
<td>J</td>
<td>Literacy Scale Score</td>
</tr>
<tr>
<td>K</td>
<td>Composite (Overall) Scale Score</td>
</tr>
<tr>
<td>L</td>
<td>Listening Proficiency Level</td>
</tr>
<tr>
<td>M</td>
<td>Speaking Proficiency Level</td>
</tr>
<tr>
<td>N</td>
<td>Reading Proficiency Level</td>
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<td>O</td>
<td>Writing Proficiency Level</td>
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<td>P</td>
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<td>Literacy Proficiency Level</td>
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<tr>
<td>S</td>
<td>Composite (Overall) Proficiency Level</td>
</tr>
<tr>
<td>T</td>
<td>Vendor Number</td>
</tr>
</tbody>
</table>

**Result Codes:**
- 1 = Missing Scores
- 2 = Missing ELL Data
- 3 = No Action Required By School District. This Error Will Be Corrected By Vendor.
- 4 = Grade levels in Columns A and B are not the same. This item should be reviewed to ensure the student tested in the correct grade.
- 5 = Alternate ACCESS Test Score.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Codes</th>
</tr>
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<tbody>
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<td>123456789</td>
<td>Test, Student A</td>
<td>01/01/2011</td>
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</tr>
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<tr>
<td>123456789</td>
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<td>1</td>
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</tbody>
</table>
Resolving Unassigned Test Results

- Run an **Unassigned Test Results** Detail Report in the Bilingual section of Reports.
  - The test results for the students listed on this report could **not** be automatically matched to a student in the ACCESS Correction file.

Steps for Assigning Student Test Results:

- **Step 1:** Add or update the unassigned student records found on this report to the ACCESS Correction data; this can be done via an online ACCESS Correction or through the corresponding batch file process *(Student must have an LEP record in SIS for the current School Year).*

- **Step 2:** Overnight, the unassigned test results will be linked to the students' ACCESS Correction data.

- **Step 3:** Verify the update using the ACCESS Scores Report and the Unassigned Test Results Report the next morning.
• Verify your student Unassigned Test Results: Reports Page
• Unassigned Test Results Reports - ACCESS

Unassigned Test Results
for
School District: 12345678910

Note: The Unassigned Test Results Report contains Assessment records that have not been assigned to students.

* Test names followed by an asterisk are writing assessment tests.

This report contains records of Test Results that have not been assigned to students. Follow the directions below for a Test Results record with accurate and complete data. If a Test Results record displays inaccurate or missing data, the system will not be able to match and assign the results to the student’s assessment record. Call ISBE Helpdesk at 217-558-3600 for technical support.

Steps for Assigning IJSAT, IAA, and PSAF Test Results to an Assessment Record
1. If a student has an unassigned IJSAT, IAA, and PSAF record on this report and the data listed on the unassigned Test Results record is accurate and complete, either add or update the student’s Assessment record via the Assessment link online or via the Assessment Correction batch process.
2. The system will process, match, and assign accuracy and complete Test Results records to students’ Assessment records overnight.

Steps for Assigning ACCESS Test Results to an Assessment Record
1. If a student has an unassigned ACCESS record with Error Code 1, verify the student has a current School Year Enrollment record in ISBE SIS and the student’s LEP Program Indicator is set to Yes. If necessary, either add a current School Year Enrollment record, or update the LEP Program Indicator to Yes.
2. The system will process, match, and assign accuracy and complete Test Results records to students’ Assessment records overnight.

Steps for Verifying Assignment of Test Results
3. Once the assigning process is completed, run the Unassigned Test Results report to verify the Test Results records were matched and assigned successfully.
4. If the process was not successful or no error code issued, call the ISBE Helpdesk at 217-558-3600 for technical support.

Student ID  Student Last Name  Student First Name  Birth Date  Grade  Test  SIS House School  Testing School  Error Code

Total Students:

You have no unassigned test results for your school district.
Assessment Correction and Scores Process
DLM-AA
Data Collection Practices for DLM-AA

- Student demographic uploads went through the Student Information System (SIS). SIS sent the last data update to the assessment vendor Sunday February 5, 2017.

- After February 5, 2017, contact Laura Quimby for assistance:
  - Lquimby@isbe.net

February 6, 2017 - Data Lockdown

March 15, 2017 - DLM-AA Testing – Earliest Start Date

May 1, 2017 - DLM-AA Testing – Latest End Date (Creation of the DLM-AA Correction in SIS)

The DLM-AA Assessment Correction window will start on May 2, 2017

June 19, 2017, ISBE will receive student test records grades 3-8 and 11
DLM-AA Correction Screens – Edit

To update the DLM-AA Correction data, please provide the SID and at least one of the following:

- Last Name
- First Name
- Date of Birth

Then click the 'Search' button.

Fields marked with an asterisk * are required.
• DLM-AA Correction Screens – Search
• DLM-AA Correction and Scores Report
Reason For No Valid Test Attempt:

- 01 - Medically Exempt
- 02 - Homebound
- 03 - In Jail/Locked Facility
- 04 - Out of State/Country
- 05 - Not Enrolled
- 06 - Not In Valid Grade or Course
- 07 - Transferred Out During Testing
- 08 - Transferred In During Testing
- 09 - Deceased
- 10 - Absent from Testing
- 15 - Refusal but Present to Test
- 16 - Part-Time Enrollment
- 17 - Student Not Required to Participate in State Assessment
- 18 - PSS-SIS Use Only
- 19 - Reserved for Internal Use-SIS Use Only
- 20 - Reserved for Internal Use-Multiple Scale Scores for Same Content Area
- 21 - Reserved for Internal Use-SIS Use Only Scale Score for Content Area exists in another school
- 22 - Reserved for Internal Use-SIS Use Only

Link to SIS Data Elements [https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx](https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx)
Assessment Correction and Scores Process
PARCC
• Only grade 3 to 8 students are required to test PARCC
  • By default the grade based ELA and MATH tests are assigned, however districts could assign course-based tests as applicable

• 2017 PARCC Test Windows were identified by school. If a school did not enter dates, the Testing Window was defaulted to 03/06/17 – 04/28/17.

• Students are included in the Assessment Correction when the date of their SIS enrollment falls within the start and end dates of their Testing School’s Test Window.

• If your Test Window has ended, review the PARCC Correction report to verify that all students who were to be tested are on the report.
**Student Tested but NOT in Correction**
- Enroll the student during the Testing School’s Test Window
- An overnight process will add the student to the PARCC Correction.
- If you are unable to add the Enrollment, use the Unassigned process to match the score to student.
- If a student is not enrolled as in the correct grade, exit and re-enroll the student Correct Grade

**Student Exited before Test Window started**
- Exit the student with an exit date prior to the Testing School’s Test Window Start Date. An overnight process will remove the student from PARCC Correction.

**DLM-AA Pre-ID Student tested PARCC**
- Go to DLM-AA Pre-ID online screen, search for the student and move the student to PARCC. An overnight process will remove the student from DLM-AA Correction and add to PARCC Correction.
The 2016-17 preliminary PARCC score data are scheduled to be posted in SIS on June 28, 2017.

- Until PARCC score data arrive, ISBE will not know for sure whether a student tested, so please rely on your local records for entering a “Reason for No Valid Test Attempt” as applicable.

- Testing School and Test Code from the score file will override the correction.

- If the Test Code of the Test Taken is inconsistent with the student’s grade, error code 2 will appear on the PARCC Score report.

- If RNVTA is provided for a student with valid score, it will be removed.

- For Private School students who did not test, ‘18 - PSS-SIS Use Only’ will be applied.

- All students who do not have a score or a RNVTA by September 22, 2017, will be counted as Absent from testing which negatively impacts participation rate
PARCC Correction/Scores

• Step 1: Edit Assessment Correction
**PARCC Correction/Scores**

- **Step 1: Select Assessment Correction Record**

![Student Information System (SIS) with SIS Correction](image)
• Step 1: Edit Assessment Correction
• Step 1: Edit Assessment Correction
  • Demographic data can only be updated Online
Unassigned Scores will fall into one of the four categories:

- **Correction Exists; Home School mismatch**
  - The Responsible School from PearsonAccessNext does not match the Home School in Correction. To correct, update the Home School on the Unassigned.

- **Enrollment Out of Test Window**
  - The Responsible School from PearsonAccessNext matches the Home School in Correction, but the enrollment is not within Testing School’s Test Window. To correct, update the Enrollment dates on the Unassigned.

- **Enrollment Not Found**
  - We prefer SIS Users add the missing enrollment during test window. For some reason if they cannot, then they can provide the Grade, Home RCDTS and Serving RCDTS on the UnAssigned screen. Other Enrollment fields are optional. An overnight process will match the score. They can also choose “Disclaim Score” if it does not belong to their district.

- **Student Not Found**
  - User Must provide a valid SID to receive the score record. An overnight process will match the score, provided the student has a correction that matches to score record.
### Step 2: Unassigned Test Results

<table>
<thead>
<tr>
<th>SID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Test Code</th>
<th>Home RCDS</th>
<th>Testing RCDS</th>
<th>Unassigned Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>John</td>
<td>Smith</td>
<td>Michael</td>
<td>02/01/2005</td>
<td>Male</td>
<td>ELA00</td>
<td>12345078912345</td>
<td>12345078912345</td>
<td>Correction Exists : Home School Mismatch</td>
</tr>
<tr>
<td>123456789</td>
<td>John</td>
<td>Smith</td>
<td>Michael</td>
<td>02/01/2005</td>
<td>Male</td>
<td>MAT00</td>
<td>12345078912345</td>
<td>12345078912345</td>
<td>Correction Exists : Home School Mismatch</td>
</tr>
<tr>
<td>123456789</td>
<td>Joshua</td>
<td>Kate</td>
<td>R</td>
<td>08/08/2007</td>
<td>Female</td>
<td>ELA04</td>
<td>12345078912345</td>
<td>12345078912345</td>
<td>Enrollment Out Of Test Window</td>
</tr>
<tr>
<td>123456789</td>
<td>Joshua</td>
<td>Kate</td>
<td>R</td>
<td>08/08/2007</td>
<td>Female</td>
<td>MAT04</td>
<td>12345078912345</td>
<td>12345078912345</td>
<td>Enrollment Out Of Test Window</td>
</tr>
<tr>
<td>123456789</td>
<td>Horner</td>
<td>Mary</td>
<td>Jane</td>
<td>04/05/2003</td>
<td>Female</td>
<td>ELA08</td>
<td>12345078912345</td>
<td>12345078912345</td>
<td>Enrollment Not Found</td>
</tr>
<tr>
<td>123456789</td>
<td>Wilson</td>
<td>Tom</td>
<td>Stuart</td>
<td>08/05/2002</td>
<td>Male</td>
<td>ALG01</td>
<td>12345078912345</td>
<td>12345078912345</td>
<td>Student Not Found</td>
</tr>
</tbody>
</table>
• PARCC Assessment Correction Reports
PARCC Assessment Correction Summary

2016 PARCC Assessment Correction (Summary)  4/11/2016  10:36 am

Assessment Home District: 123456789   ISBE SD 101
Selection Criteria: None

<table>
<thead>
<tr>
<th>Grade</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students:</td>
<td></td>
<td>2943</td>
</tr>
<tr>
<td>Test Window Status: COMPLETE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Test Window Status: PENDING</td>
<td></td>
<td>2943</td>
</tr>
<tr>
<td>Grade: 3</td>
<td></td>
<td>474</td>
</tr>
<tr>
<td>Grade: 4</td>
<td></td>
<td>428</td>
</tr>
<tr>
<td>Grade: 5</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Grade: 6</td>
<td></td>
<td>366</td>
</tr>
<tr>
<td>Grade: 7</td>
<td></td>
<td>397</td>
</tr>
<tr>
<td>Grade: 8</td>
<td></td>
<td>341</td>
</tr>
<tr>
<td>Grade: 9</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Grade: 10</td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>Grade: 11</td>
<td></td>
<td>285</td>
</tr>
<tr>
<td>Grade: 12</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Test Code: ALG02</td>
<td></td>
<td>320</td>
</tr>
<tr>
<td>Test Code: ELA03</td>
<td></td>
<td>474</td>
</tr>
<tr>
<td>Test Code: ELA04</td>
<td></td>
<td>428</td>
</tr>
<tr>
<td>Test Code: ELA05</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Test Code: ELA06</td>
<td></td>
<td>366</td>
</tr>
<tr>
<td>Test Code: ELA07</td>
<td></td>
<td>297</td>
</tr>
<tr>
<td>Test Code: ELA08</td>
<td></td>
<td>341</td>
</tr>
<tr>
<td>Test Code: ELA11</td>
<td></td>
<td>359</td>
</tr>
<tr>
<td>Test Code: MAT03</td>
<td></td>
<td>474</td>
</tr>
<tr>
<td>Test Code: MAT04</td>
<td></td>
<td>428</td>
</tr>
</tbody>
</table>
PARCC Correction/Scores

• PARCC Assessment Correction Detail

![Image of PARCC Assessment Correction Detail]

---

**2016 PARCC Assessment Correction (Detail)**

**Assessment Home District:** 123456789  **ISBE SD 101**

**Selection Criteria:** None  **Sorted By:** Reason for No Valid Test Attempt, Student Name

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Administration (F-Fall or S-Spring)</td>
</tr>
<tr>
<td>B</td>
<td>Test Format* (O-Online or P-Paper)</td>
</tr>
<tr>
<td>C</td>
<td>Sex</td>
</tr>
<tr>
<td>D</td>
<td>Race/Ethnicity*</td>
</tr>
<tr>
<td>E</td>
<td>EIP Indicator</td>
</tr>
<tr>
<td>F</td>
<td>LEP Indicator</td>
</tr>
<tr>
<td>G</td>
<td>FRL/Low Income Indicator</td>
</tr>
<tr>
<td>H</td>
<td>Migrant Indicator</td>
</tr>
<tr>
<td>I</td>
<td>Homeless Indicator</td>
</tr>
<tr>
<td>J</td>
<td>21st Century Indicator</td>
</tr>
<tr>
<td>K</td>
<td>Enrolled in Home School On or Before May 1</td>
</tr>
<tr>
<td>L</td>
<td>Enrolled in Home District On or Before May 1</td>
</tr>
</tbody>
</table>

**Test Format**
- This indicates the test format to be taken, as identified in the PARCC Pre-ID file. The score file will indicate the actual test format taken.

**SIS Entry Date**
- This field indicates the student’s entry date from the SIS enrollment file. This information is provided to assist in identifying a Reason for No Valid Test Attempt if the student did not test.

**SIS Exit Date/SIS Exit Code**
- These fields indicate the student’s exit date and exit code from the SIS enrollment file. This information is provided to assist in identifying a Reason for No Valid Test Attempt if the student did not test. Exit codes are defined below.

### Reasons for No Valid Test Attempt

<table>
<thead>
<tr>
<th>Reason Code</th>
<th>Reason Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Medically Exempt</td>
</tr>
<tr>
<td>02</td>
<td>Homebound</td>
</tr>
<tr>
<td>03</td>
<td>In Jail/Locked Facility</td>
</tr>
<tr>
<td>04</td>
<td>Out of State/Country</td>
</tr>
<tr>
<td>05</td>
<td>Not Enrolled</td>
</tr>
<tr>
<td>06</td>
<td>Not in Valid Grade or Course</td>
</tr>
<tr>
<td>07</td>
<td>Transferred Out Prior to Testing</td>
</tr>
<tr>
<td>08</td>
<td>Transferred In After Test Administration</td>
</tr>
<tr>
<td>09</td>
<td>Deceased</td>
</tr>
<tr>
<td>10</td>
<td>Absent from Testing</td>
</tr>
<tr>
<td>11</td>
<td>Refusal but Present to Test</td>
</tr>
<tr>
<td>12</td>
<td>Part-Time Enrollment</td>
</tr>
<tr>
<td>13</td>
<td>Student Not Required to Participate in State Assessment</td>
</tr>
<tr>
<td>14</td>
<td>PSS-SIS Use Only</td>
</tr>
<tr>
<td>15</td>
<td>Reserved for Internal Use-SIS Use Only</td>
</tr>
<tr>
<td>16</td>
<td>Reserved for Internal Use-Multiple Scale Scores for Same Content Area</td>
</tr>
</tbody>
</table>

**Reason for No Valid Test Attempt definitions can be found on the Student Information System web site (Data Elements).**

**SIS Exit Code**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Transfer to another public school within the district</td>
</tr>
<tr>
<td>03</td>
<td>Transfer to Home Schooled</td>
</tr>
<tr>
<td>04</td>
<td>Transfer to Private School</td>
</tr>
<tr>
<td>05</td>
<td>Promotion</td>
</tr>
<tr>
<td>06</td>
<td>Graduated with regular, advanced, international Baccalaureate, or other type of diploma</td>
</tr>
<tr>
<td>07</td>
<td>Death</td>
</tr>
<tr>
<td>08</td>
<td>Expulsion</td>
</tr>
<tr>
<td>09</td>
<td>Dropping Out</td>
</tr>
<tr>
<td>10</td>
<td>Non-Public School</td>
</tr>
<tr>
<td>11</td>
<td>Moved, not known to be continuing</td>
</tr>
<tr>
<td>12</td>
<td>Retained in same grade or demoted to a lower grade</td>
</tr>
<tr>
<td>13</td>
<td>Aged Out</td>
</tr>
<tr>
<td>14</td>
<td>Certificate of Completion</td>
</tr>
<tr>
<td>15</td>
<td>Victim of a Violent Crime</td>
</tr>
<tr>
<td>16</td>
<td>Change in School or Full Time Equivalent (FTE)</td>
</tr>
<tr>
<td>17</td>
<td>Moved Out of the United States</td>
</tr>
<tr>
<td>18</td>
<td>Transfer to another public school district out of Illinois</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>12</td>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>13</td>
<td>Asian</td>
</tr>
<tr>
<td>14</td>
<td>Black or African American</td>
</tr>
<tr>
<td>15</td>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>16</td>
<td>White</td>
</tr>
<tr>
<td>17</td>
<td>Two or more Races</td>
</tr>
</tbody>
</table>
• PARCC Assessment Correction Detail (cont.)
  • The Test Window Status will either be PENDING or COMPLETE

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Grade</th>
<th>Test Code (Test to be Taken)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
<th>Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Student One</td>
<td>12/13/2004</td>
<td>5</td>
<td>ELA05</td>
<td>S</td>
<td>O</td>
<td>M</td>
<td>14</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>02/10/2016</td>
<td>04/04/2016</td>
<td>02</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>312654987</td>
<td>Student Two</td>
<td>12/13/2004</td>
<td>5</td>
<td>MAT05</td>
<td>S</td>
<td>O</td>
<td>M</td>
<td>14</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>02/10/2016</td>
<td>04/04/2016</td>
<td>02</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>987654321</td>
<td>Student Three</td>
<td>10/29/2003</td>
<td>5</td>
<td>ELA05</td>
<td>S</td>
<td>O</td>
<td>F</td>
<td>14</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>04/13/2016</td>
<td>05/27/2016</td>
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<td>10</td>
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<td></td>
</tr>
<tr>
<td>246813579</td>
<td>Student Four</td>
<td>10/29/2003</td>
<td>5</td>
<td>MAT05</td>
<td>S</td>
<td>O</td>
<td>F</td>
<td>14</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>04/13/2016</td>
<td>05/27/2016</td>
<td>05</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distinct Student Count for Test Window Status COMPLETE: 2
Total Test Count for Test Window Status COMPLETE: 4
Reason For No Valid Test Attempt:

- 01 - Medically Exempt
- 02 - Homebound
- 03 - In Jail/Locked Facility
- 04 - Out of State/Country
- 05 - Not Enrolled
- 06 - Not In Valid Grade or Course
- 07 - Transferred Out During Testing
- 08 - Transferred In During Testing
- 09 - Deceased
- 10 - Absent from Testing
- 15 - Refusal but Present to Test
- 16 - Part-Time Enrollment
- 17 - Student Not Required to Participate in State Assessment
- 18 - PSS-SIS Use Only
- 19 - Reserved for Internal Use-SIS Use Only
- 20 - Reserved for Internal Use-Multiple Scale Scores for Same Content Area
- 21 - Reserved for Internal Use-SIS Use Only Scale Score for Content Area exists in another school
- 22 - Reserved for Internal Use-SIS Use Only

Link to SIS Data Elements [https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx](https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx)
Assessment Correction and Scores Process
SAT
SAT Correction

• SAT Test: All students identified as Grade 11 in SIS are required to take SAT, unless DLM-AA is the appropriate state assessment.

• 2017 SAT Test Window:
  • Initial Test Date: April 5, 2017
  • Makeup Test Date: April 25, 2017
  • Accommodated Testing Window: April 5-18, 2017

• EOD April 5, 2017, SAT Correction is populated daily with grade 11 students that are enrolled on April 5, 2017.

• Review the SAT Correction report to verify all the students who were to be tested are on the report.

• The SAT Correction report will be available on April 27, 2017
• **Student Tested but NOT in Correction:**
  - Enroll the student as of April 5, 2017, in grade 11.
  - An overnight process will add the student to SAT Correction.
  - If you are unable to add the Enrollment, use the Unassigned process to match the score to student.
  - If a student is not enrolled as grade 11, exit and re-enroll the student as grade 11.

• **Student Exited before Test**
  - If a student appears on the SAT Correction report but had transferred out before the test, make sure their SIS Exit date is prior to April 5, 2017. An overnight process will remove the student from SAT Correction.

• **DLM-AA Pre-ID Student tested SAT:**
  - Go to DLM-AA Pre-ID online screen, search for the student and move the student to SAT. An overnight process will remove the student from DLM-AA Correction and add to SAT Correction.
• SAT Correction Screens – Edit
• SAT Correction Screens – Search

<table>
<thead>
<tr>
<th>Reason for No Valid Test Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Dropdown]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACME</td>
<td>TYRAN</td>
<td>SAVETTE</td>
<td>Female</td>
<td>Black or African American</td>
</tr>
<tr>
<td>10/11/99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Home RCDTS</td>
<td>Testing RCDTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - Grade 11</td>
<td>500821890220043</td>
<td>500821890220043</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In Home District On or Before May 1, 2016</th>
<th>In Home School On or Before May 1, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Yes] ☐ [No] ☐</td>
<td>[Yes] ☐ [No] ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year In U.S. School</th>
<th>21st Century Indicator</th>
<th>FRL/Low Income Indicator</th>
<th>IEP Indicator</th>
<th>Homeless Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

Submit  Cancel
### 2017 SAT Assessment Correction (Detail)

**Assessment Home District:** 123456789  **ISBE Test District:**

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>None</th>
<th>Sorted By: Reason for No Valid Test Attempt, Student Name</th>
</tr>
</thead>
</table>

**Columns**

- **A** Test Format* (0=Online or 1=Paper)
- **B** Gender
- **C** Race/Ethnicity
- **D** IEP Indicator
- **E** LEP Indicator
- **F** PELL/Low Income Indicator
- **G** Migrant Indicator
- **H** Homeless Indicator
- **I** 21st Century Indicator
- **J** Enrolled in Home School On or Before May 1
- **K** Enrolled in Home District On or Before May 1
- **L** First Year In U.S. School
- **M** SIS Entry Date
- **N** SIS Exit Date
- **O** SIS Exit Code
- **P** Reason for No Valid Test Attempt

**Test Format** This field indicates the test format to be taken. The score file will indicate the actual test format taken.

**SIS Entry Date** This field indicates the student’s entry date from the SIS enrollment file. This information is provided to assist in identifying a Reason for No Valid Test Attempt. This information is provided to assist in identifying a Reason for No Valid Test Attempt if the student did not test.

**SIS Exit Date/SIS Exit Code** These fields indicate the student’s exit date and exit code from the SIS enrollment file. This information is provided to assist in identifying a Reason for No Valid Test Attempt if the student did not test. Exit codes are defined below.

**Reason for No Valid Test Attempt**

1. Medically Exempt
2. Homebound
3. In Jail/Leased Facility
4. Out of State/Country
5. Not Enrolled
6. Not In Valid Grade or Course
7. Transferred Out Prior to Testing
8. Transferred In After Test Administration
9. Student Not Required to Participate in State Assessment
10. PSS-SIS Use Only
11. Reserved for Internal Use-SIS Use Only
12. Reserved for Internal Use-Multiple Scale Scores for Same Content Area
13. Reserved for Internal Use-Multiple Records

**SIS Exit Code**

- **92** Transfer to another public school within the district
- **93** Transfer to Home Schooled
- **94** Transfer to Private School
- **95** Promoted
- **96** Graduated with regular, advanced, international, or other type of diploma

**Reasons for No Valid Test Attempt definitions can be found on the Student Information System web site (Data Elements).**

**Race/Ethnicity**

- **11** Hispanic or Latino
- **12** American Indian or Alaska Native
- **13** Asian
- **14** Black or African American
- **15** Native Hawaiian or Other Pacific Islander
- **16** White
- **17** Two or More Races
Reason For No Valid Test Attempt:

- 01 - Medically Exempt
- 02 - Homebound
- 03 - In Jail/Locked Facility
- 04 - Out of State/Country
- 05 - Not Enrolled
- 06 - Not In Valid Grade or Course
- 07 - Transferred Out During Testing
- 08 - Transferred In During Testing
- 09 - Deceased
- 10 - Absent from Testing
- 15 - Refusal but Present to Test
- 16 - Part-Time Enrollment
- 17 - Student Not Required to Participate in State Assessment
- 18 - PSS-SIS Use Only
- 19 - Reserved for Internal Use-SIS Use Only
- 20 - Reserved for Internal Use-Multiple Scale Scores for Same Content Area
- 21 - Reserved for Internal Use-SIS Use Only Scale Score for Content Area exists in another school
- 22 - Reserved for Internal Use-SIS Use Only

Link to SIS Data Elements [https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx](https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx)
End of School Year 2017 Tasks
End of School Year 2017 Tasks

• What is required before exiting students?

• What can be provided after the student has been exited?

• Verify data used for Report Card and Accountability
What is required before exiting students?

- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- Early Childhood Outcomes Entry and Progress Rating for Pre-K students with IEPs
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Pre-K Expansion Grant
- Regional Safe School Program (RSSP) data
- Student Address data (Students with IEP’s only)
- Secondary Courses Missing Final Letter Grade
Reference the Current Enrollment Data Completion Status chart on the Dashboard to determine what data are required before exiting students.
Exit All Enrollments

• All 2017 Enrollment records must be exited by 4:00 p.m. July 31, 2017
  • We recommend all students are exited immediately after their last day of school
    • The exit date should be the last FULL day the student was scheduled to receive educational services, regardless of whether the student was in attendance or absent that day
    • However, if you have students taking summer classes, please wait to exit those students until after they finish their classes
    • Students can not re-enroll after they graduate (i.e., if exit code 06 was used).

• Exit enrollment records online (individual records, one at a time) or via the batch file process (multiple records at once)
  • Online Process
    • Use the SIS Exit Enrollment screen
  • Batch File Process
    • Upload Exit Enrollment File via Batch Upload in SIS
Verify all 2017 enrollments have been exited

- View the Enrollment reports in ISBE SIS
  - Use the *Reports* screen
  - Expand the *Demographics and Enrollment* section and then select the *Enrollment - Summary* link
  - Ensure the following report criteria are selected
    - 2017 – Active Enrollments Only
    - Home School
  - Press *View Report* or *Create PDF Report*
  - If the *Count* in any *Grade* listed in the report is *not* 0, run the Student Enrollment Detail Report and exit the identified record(s)
Refer to Dashboard for Current Enrollments & Program Indicators to ensure all students are exited
What can be provided after the student has been exited?

- **Student Discipline Data**
  - All discipline data must be reported by **July 31, 2017, at 4:00 p.m.**
  - The disciplinary action must have occurred during the student’s time of enrollment in your district, but the student does not need to be currently actively enrolled in your district.

- **Teacher Course Assignment**
  - All teacher course data must be reported after completion of the course

- **Student Course Assignment**
  - All student course data must be reported after completion of the course
Verify data used for Report Card and Accountability

• Percent of 8th Graders Taking Algebra I
• Freshman on Track
• Adjusted Cohort Graduation Rate
Percent of 8th Graders Taking Algebra I

- This metric is the percentage of 8th graders who have passed Algebra I or an equivalent math class. (This data will reflect the 2017 School Report Card)
  - A student enrolled at any Illinois public school on or before 9/30/2016 and on or after 5/1/2017 is assigned to the last district enrolled for the school year.
  - The source for this metric is from the student enrollment and student course assignment data found in the Student Information System.
  - Math courses Subject Area (02) are Secondary Courses and receive High School Credit
  - Math courses Subject Area (52) are Prior to Secondary
  - Please note that math courses taken during the summer session following 8th grade are NOT included in this calculation.
If student is assigned to one of the following State Courses they are classified as passing Algebra I, regardless of the Final Letter Grade. (This is because these classes require Algebra I as a prerequisite.)

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>02056A000</td>
<td>Algebra II</td>
</tr>
<tr>
<td>02072A000</td>
<td>Geometry</td>
</tr>
<tr>
<td>02103A000</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>02105A000</td>
<td>Trigonometry/Math Analysis</td>
</tr>
<tr>
<td>02106A000</td>
<td>Trigonometry/Algebra</td>
</tr>
<tr>
<td>02107A000</td>
<td>Trigonometry/Analytic Geometry</td>
</tr>
<tr>
<td>02108A000</td>
<td>Math Analysis/Analytic Geometry</td>
</tr>
<tr>
<td>02109A000</td>
<td>Elementary Functions</td>
</tr>
<tr>
<td>02110A000</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>52072A000</td>
<td>Geometry</td>
</tr>
</tbody>
</table>
If an 8th grade student enrolls and passes these Algebra I - equivalent classes, they are considered passing Algebra I

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>02052A000</td>
<td>Algebra I (Secondary Course with high school credit)</td>
</tr>
<tr>
<td>02054A000</td>
<td>Algebra I/Part 2</td>
</tr>
<tr>
<td>02055A000</td>
<td>Transition Algebra</td>
</tr>
<tr>
<td>52038A000</td>
<td>Mathematics (grade 8) with Course Level as “Enriched” or “Honors”</td>
</tr>
<tr>
<td>52052A000</td>
<td>Algebra I (Prior to Secondary)</td>
</tr>
<tr>
<td>52061A000</td>
<td>Integrated Math/Multiyear Equivalent</td>
</tr>
<tr>
<td>52069A000</td>
<td>Algebra/Other</td>
</tr>
</tbody>
</table>
# End of School Year 2017 Tasks

<table>
<thead>
<tr>
<th>Final Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>A</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>A-</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>B+</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>B</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>B-</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>C+</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>C</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>C-</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>D+</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>D</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>D-</td>
<td>Student received course term credit.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory or Pass. Student received course term credit.</td>
</tr>
</tbody>
</table>

**Above Average**
Students performance exceeds standards. (Grades K-8 only)

**Average**
Students performance meets expectations. (Grades K-8 only)

**P**
Student was promoted at end of term. (Grades K-8 only)

**Exceptional (Exceeds Expectations)**
Student demonstrates the skill or understands the concepts at a level exceeding expectations for the reporting period.

**Meets Standard (Developing Appropriately)**
Student usually demonstrates the skill or understands the concepts and meets expectations for the reporting period.
End of School Year 2017 Tasks

Student Information System (SIS)

- Percent of 8th Graders Passing Algebra I - Report
End of School Year 2017 Tasks

- Percent of 8th Graders Passing Algebra I - Report
**End of School Year 2017 Tasks**

- **Percent of 8th Grades Passing Algebra I - Report (Without Courses)**

**Illinois State Board of Education**

**Student Information System**

**2015 Percent 8th Graders Taking Algebra I Report (Detail)**

<table>
<thead>
<tr>
<th>SIS Serving District: 1234567891234</th>
<th>ISBE Test District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Criteria: Course Details Hidden</td>
<td>Course Details Hidden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Students: 466</th>
<th>8th Grade Passing Algebra I: 1</th>
<th>Did Not Pass/Take Algebra I: 465</th>
<th>Percent Passing Algebra I: 0.21</th>
</tr>
</thead>
</table>

**Home School: 12345784209343**

**ISBE Test High School**

<table>
<thead>
<tr>
<th>Total Students: 466</th>
<th>8th Grade Passing Algebra I: 1</th>
<th>Did Not Pass/Take Algebra I: 465</th>
<th>Percent Passing Algebra I: 0.21</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Student on Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
<tr>
<td>123456790</td>
<td>Jones, Thomas</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
<tr>
<td>123456791</td>
<td>Wilson, Kyle</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
<tr>
<td>123456792</td>
<td>Cane, Richard</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
<tr>
<td>123456793</td>
<td>Markes, Jeff</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
</tbody>
</table>
**End of School Year 2017 Tasks**

**Student Information System (SIS)**

- **Percent of 8th Grades Passing Algebra I - Report (With Courses)**

<table>
<thead>
<tr>
<th>SIS Serving District: 1234567891234</th>
<th>ISBE Test District</th>
</tr>
</thead>
</table>

**2015 Percent 8th Graders Taking Algebra I Report (Detail)**

<table>
<thead>
<tr>
<th>Total Students: 466</th>
<th>8th Grade Passing Algebra I: 1</th>
<th>Did Not Pass/Take Algebra I: 465</th>
<th>Percent Passing Algebra I: 0.21</th>
</tr>
</thead>
</table>

**Home School: 12345784209343**

**ISBE Test High School**

<table>
<thead>
<tr>
<th>Total Students: 466</th>
<th>8th Grade Passing Algebra I: 1</th>
<th>Did Not Pass/Take Algebra I: 465</th>
<th>Percent Passing Algebra I: 0.21</th>
</tr>
</thead>
</table>

**Did not pass Algebra I**

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Student on Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
</tbody>
</table>

- **Term**: S1
- **State Course ID**: 32038A000
- **State Course Title**: Mathematics (grade 8)
- **Section**: A1
- **Start Date**: 08/26/2014
- **End Date**: 06/12/2015
- **Credit**: 0.50
- **Grade**: P
- **Course On Track**: Math Level 1.2

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Student on Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Jones, Thomas</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
</tbody>
</table>

- **Term**: S1
- **State Course ID**: 32038A000
- **State Course Title**: Mathematics (grade 8)
- **Section**: A2
- **Start Date**: 08/26/2014
- **End Date**: 06/12/2015
- **Credit**: 0.50
- **Grade**: P
- **Course On Track**: Math Level 1.2

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Student on Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Wilson, Kyle</td>
<td>01/01/2001</td>
<td>Did not pass Algebra I</td>
</tr>
</tbody>
</table>

- **Term**: S1
- **State Course ID**: 32038A000
- **State Course Title**: Mathematics (grade 8)
- **Section**: A3
- **Start Date**: 08/26/2014
- **End Date**: 06/12/2015
- **Credit**: 0.25
- **Grade**: P
- **Course On Track**: Math Level 1.2
Freshman on track:

- First Time 9th Grade Students enrolled at any Illinois public school between 9/30/2016 and 5/1/2017 and was not previously enrolled in Grade 9
- Sum of 5 Credits or more (Any subject/class) - Passing
- Can not fail more than 0.5 credit from core subject (Reading, Math, Science and Social Science)
- Metric does not include summer school
- The source for this metric is from the SIS student enrollment and student course assignment data.
- Final Letter Grades
  - Passing
    01 - A+
    02 - A
    03 - A-
    04 - B+
    05 - B
    06 - B-
    07 - C+
    08 - C
  - 09 - C-
  - 10 - D+
  - 11 - D
  - 14 - S (Satisfactory)
  - Failing
    13 - F
    15 - U (Unsatisfactory)
End of School Year 2017 Tasks

- Freshman On Track - Detail
• Freshman On Track (Detail) - Report Criteria Screen
### Freshman On Track (Detail) – Report

#### Illinois State Board of Education

**Student Information System**

**2016 Freshman On Track Report (Detail)**

**SIS Home District:** 123456789  
**ISBE SD 101**

<table>
<thead>
<tr>
<th>Selection Criteria:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Freshman: 383</td>
<td>Freshman On Track: 2</td>
<td>Freshman Not On Track: 381</td>
</tr>
<tr>
<td>Freshman On Track Percentage: 0.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Home School:** 123456789012345  
**ISBE School District**

<table>
<thead>
<tr>
<th>Not On Track</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Freshman: 383</td>
<td>Freshman On Track: 2</td>
<td>Freshman Not On Track: 381</td>
</tr>
<tr>
<td>Freshman On Track Percentage: 0.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student ID** | **Student Name** | **Date of Birth** | **Number of Credits Passed** | **Number of Core Course Credits Failed** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>SMITH, JOHN</td>
<td>11/26/2000</td>
<td>3.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### Semester 1

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start Date</th>
<th>End Date</th>
<th>Credit</th>
<th>Grade</th>
<th>Meet On Track Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>01001A000</td>
<td>English/Language Arts I (9th grade)</td>
<td>6380002</td>
<td>06/10/2013</td>
<td>12/18/2015</td>
<td>0.50</td>
<td>B</td>
<td>Yes</td>
</tr>
<tr>
<td>02002A000</td>
<td>Algebra I</td>
<td>6380002</td>
<td>06/10/2013</td>
<td>12/18/2015</td>
<td>0.50</td>
<td>A</td>
<td>Yes</td>
</tr>
<tr>
<td>03161A000</td>
<td>Conceptual Physics</td>
<td>6395001</td>
<td>06/10/2013</td>
<td>12/18/2015</td>
<td>0.50</td>
<td>A</td>
<td>Yes</td>
</tr>
<tr>
<td>04001A000</td>
<td>World Geography</td>
<td>6308001</td>
<td>06/10/2013</td>
<td>12/18/2015</td>
<td>0.50</td>
<td>B</td>
<td>Yes</td>
</tr>
<tr>
<td>05001A000</td>
<td>Dance Technique</td>
<td>6302000</td>
<td>06/10/2013</td>
<td>12/18/2015</td>
<td>0.50</td>
<td>A</td>
<td>Yes</td>
</tr>
<tr>
<td>08001A000</td>
<td>Physical Education</td>
<td>6290001</td>
<td>06/10/2013</td>
<td>12/18/2015</td>
<td>0.50</td>
<td>A</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start Date</th>
<th>End Date</th>
<th>Credit</th>
<th>Grade</th>
<th>Meet On Track Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>01001A000</td>
<td>English/Language Arts I (9th grade)</td>
<td>62801002</td>
<td>01/04/2016</td>
<td>01/04/2016</td>
<td>0.50</td>
<td>Not Included</td>
<td></td>
</tr>
<tr>
<td>02002A000</td>
<td>Algebra I</td>
<td>6285002</td>
<td>01/04/2016</td>
<td>01/04/2016</td>
<td>0.50</td>
<td>Not Included</td>
<td></td>
</tr>
<tr>
<td>03161A000</td>
<td>Conceptual Physics</td>
<td>6285001</td>
<td>01/04/2016</td>
<td>01/04/2016</td>
<td>0.50</td>
<td>Not Included</td>
<td></td>
</tr>
<tr>
<td>04161A000</td>
<td>Crises</td>
<td>6285002</td>
<td>01/04/2016</td>
<td>01/04/2016</td>
<td>0.50</td>
<td>Not Included</td>
<td></td>
</tr>
<tr>
<td>05161A000</td>
<td>Crises</td>
<td>6285002</td>
<td>01/04/2016</td>
<td>01/04/2016</td>
<td>0.50</td>
<td>Not Included</td>
<td></td>
</tr>
<tr>
<td>08005A000</td>
<td>Health Education</td>
<td>62801002</td>
<td>01/04/2016</td>
<td>01/04/2016</td>
<td>0.50</td>
<td>Not Included</td>
<td></td>
</tr>
</tbody>
</table>

*Courses in Subject Areas 01 - 04*
Adjusted Cohort Graduation Rate

• The 2017 adjusted cohort graduation rate will be calculated based on SIS data.

• Because the related information will be derived from student information, the accuracy of data reported to SIS becomes even more significant. The adjusted cohort graduation rate will be calculated based on student enrollments and upon proper identification of Enrollment Exit Codes.

• The **Cohort Enrollment Exit Type Code** is essential in providing an accurate measure of high school graduation data. The Cohort Enrollment Exit Type Code is initially set to the student's general Enrollment Exit Type Code, but it can be updated (as appropriate) through the related online screens.

• **Cohort Enrollment Exit Type Codes** fall into 3 categories (Graduates, Non-Graduates, and “Removed from Cohort”) that are used in calculating the adjusted cohort graduation rate.
End of School Year 2017 Tasks

Student Information System (SIS)

Online

• Adjusted Cohort Graduation Rate - Search Screen
End of School Year 2017 Tasks

Online

- Adjusted Cohort Graduation Rate - Edit Screen

<table>
<thead>
<tr>
<th>Student Information System</th>
<th>Adjusted Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SID: 123456789</td>
<td>123456789012345</td>
</tr>
<tr>
<td>Legal Last Name: SMITH</td>
<td>RCOTS for Home: 123456789012345</td>
</tr>
<tr>
<td>Legal First Name: JOHN</td>
<td>School Year: 2015</td>
</tr>
<tr>
<td>Date Of Birth: 09/10/1996</td>
<td>RCOTS for Serving: 123456789012345</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>School Year: 2015</td>
</tr>
<tr>
<td>Enrollment Type: Transfer in from another District</td>
<td>School Year: 2015</td>
</tr>
<tr>
<td>RCOTS for Home: 123456789012345</td>
<td>RCOTS for Serving: 123456789012345</td>
</tr>
<tr>
<td>Enrollment Grade Level: 12 - Grade 12</td>
<td>FTE: 1.00</td>
</tr>
<tr>
<td>Enrollment Date: 08/19/2014</td>
<td>ExR Date: 05/27/2015</td>
</tr>
<tr>
<td>Cohort Graduation Data</td>
<td></td>
</tr>
<tr>
<td>1st School Year in Grade 9</td>
<td></td>
</tr>
<tr>
<td>Enrollment Exit Type: Graduated with regular, advanced, International Baccalaureate, or other type: yes</td>
<td></td>
</tr>
</tbody>
</table>
Online

- Adjusted Cohort Graduation Rate - Edit Screen
Online

- Adjusted Cohort Graduation Rate - Edit Screen
End of School Year 2017 Tasks

Student Information System (SIS)

- Adjusted Cohort Graduation Rate Overview - Summary
## End of School Year 2017 Tasks

### Adjusted Cohort Graduation Rate Overview - Summary

<table>
<thead>
<tr>
<th>Home District: 123456789</th>
<th>ISBE SD 101</th>
<th>4 year cohort year = 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>3</td>
<td>Graduates</td>
</tr>
<tr>
<td>+ Non-Graduates</td>
<td>501</td>
<td>Original Cohort Member</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer In</td>
</tr>
<tr>
<td>0.60%</td>
<td></td>
<td>Graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfers Out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un-Verified</td>
</tr>
</tbody>
</table>
End of School Year 2017 Tasks

- Adjusted Cohort Graduation Rate By Subgroup - Summary
End of School Year 2017 Tasks

- Adjusted Cohort Graduation Rate By Subgroup - Summary

<table>
<thead>
<tr>
<th>Home District: 123456789</th>
<th>ISBE SD 101</th>
<th>4 year cohort year = 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjusted Cohort Graduation Rate by Subgroup</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Graduates</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Original</strong></td>
<td><strong>+ Transfer In</strong></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>445</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>226</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>219</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>439</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>445</td>
</tr>
<tr>
<td><strong>IEP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td><strong>LEP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>FRL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>440</td>
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</table>
• Adjusted Cohort Graduation Rate By Cohort Category - Summary
End of School Year 2017 Tasks

• Adjusted Cohort Graduation Rate By Cohort Category - Summary

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Gender</th>
<th>Race</th>
<th>9th Grade Home RCDTS</th>
<th>LEP</th>
<th>IEP</th>
<th>FRL</th>
<th>Grade</th>
<th>School Year</th>
<th>Last Exited Enrollment in SIS</th>
<th>Home RCDTS</th>
<th>Exit Code</th>
<th>Final Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>F</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>12</td>
<td>2015</td>
<td>123456789012345</td>
<td>06</td>
<td>Graduated</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>M</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>12</td>
<td>2015</td>
<td>123456789012345</td>
<td>06</td>
<td>Graduated</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>F</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>12</td>
<td>2015</td>
<td>123456789012345</td>
<td>06</td>
<td>Graduated</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>M</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>11</td>
<td>2015</td>
<td>123456789012345</td>
<td>05</td>
<td>Non-Graduated</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>F</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>11</td>
<td>2015</td>
<td>123456789012345</td>
<td>05</td>
<td>Non-Graduated</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>M</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>11</td>
<td>2015</td>
<td>123456789012345</td>
<td>05</td>
<td>Non-Graduated</td>
<td></td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student</td>
<td>M</td>
<td>14</td>
<td>123456789012345</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>11</td>
<td>2015</td>
<td>123456789012345</td>
<td>05</td>
<td>Non-Graduated</td>
<td></td>
</tr>
</tbody>
</table>
End of School Year 2017 Tasks

• Adjust Cohort Graduation Rate By Exit Type Code - Summary
End of School Year 2017 Tasks

- Adjusted Cohort Graduation Rate - Summary

<table>
<thead>
<tr>
<th>Aged Out</th>
<th>Non-Graduates</th>
<th>Removed from Cohort</th>
<th>History of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change in Serving School or Full Time Equivalent (FTE)</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Death</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>0</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Graduated with regular, advanced, international Baccalaureate, or other type of diploma</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medical Non-Compliance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moved Out of the United States</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moved, not known to be continuing</td>
<td>0</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Promotion</td>
<td>0</td>
<td>251</td>
<td>0</td>
</tr>
<tr>
<td>Retained in same grade</td>
<td>0</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to another public school district</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to another public school district IN Illinois</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to another public school district OUT of Illinois</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to another public school within the district</td>
<td>0</td>
<td>88</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to GED program</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to Home Schooled</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to Private School</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Victim of a Violent Crime</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>445</td>
<td>50</td>
</tr>
</tbody>
</table>

SIS Calculated First Year 9th Grade: 13
Adjusted Cohort Graduation Rate Recap

• All of your students will need to be exited before an accurate Adjusted Cohort Graduation Rate can be calculated

• Your 4, 5, 6 and 7 year Adjusted Cohort Graduation Rate will be included on your school report card – Accuracy is very important

• This is for grades 9 – 12 only

• The 2017 data will be final as of August 15, 2017, at 4:00 PM
Verify Teacher/Student Course Assignments
Verifying Student/Teacher Course Assignments

- Current SIS Status Panel

### Current Enrollments & Program Indicators

- Current Enrollment Data Completion Status

#### Upcoming Key Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Digital Test Date</td>
<td>04/05/2017</td>
</tr>
<tr>
<td>SAT Makeup Test Date</td>
<td>04/25/2017</td>
</tr>
<tr>
<td>PARCC Testing - Latest End Date</td>
<td>04/28/2017</td>
</tr>
<tr>
<td>DLM-AA Testing - Latest End Date</td>
<td>05/01/2017</td>
</tr>
</tbody>
</table>

Click here for a full list of Key Dates.
Verifying Student/Teacher Course Assignments

- Current SIS Status Panel

<table>
<thead>
<tr>
<th>Course Data Quality (K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Student Count</td>
</tr>
<tr>
<td>Unique Teacher Count</td>
</tr>
<tr>
<td>Student Teacher Ratio</td>
</tr>
<tr>
<td>Unique Course Count</td>
</tr>
<tr>
<td>Courses Missing Students</td>
</tr>
<tr>
<td>Courses Missing Teachers</td>
</tr>
<tr>
<td>Students Missing Courses</td>
</tr>
</tbody>
</table>
2018 School Year Changes
2018 School Year Changes
New Language Code
New Language Code: 185 - Waray-Waray
2018 School Year Changes
ESSA - Military Connected Student
2018 School Year Changes

• Military-Connected Student (ESSA Requirement)
  • Indicator Options - Yes/No
  • Mandatory - Yes
  • Indicator Definition - A student who’s Legal Guardian is a member of the Armed Forces or Full-time National Guard on active duty. The terms “Armed Forces,” “active duty,” and “fulltime National Guard duty” have the same meanings as defined in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).
    • “Armed Forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard.
    • “Active duty” means full-time duty in the active military service of the United States, including full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.
    • “Full-time National Guard duty” means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member’s status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under section 316, 502, 503, 504, or 505 of title 32 for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.

• Rules
  • Must be the same for split enrollments
  • If in the middle of an enrollment the legal guardians are no longer members of the armed forces, maintain Yes until the next enrollment
    • If unknown set to “no”
• Student ID
• SAP ID
• Legal Last Name
• Legal First Name
• Legal Middle Name
• Lineage Code
• Mother's Maiden Name
• Race Code
• Gender Code
• Birth Date
• Birth Place Name
• Reading 1st Indicator
• Reading Improvement Block Grant Indicator
• Title 1 Indicator
• Eligible for Immigrant Education Program
• Home Language
• Native Language

• Homeless Indicator
• Migrant Indicator
• Private School Student
• Place Holder – Military Connected Student Indicator
• SES Indicator
• LEP Indicator
• IEP Indicator
• Place Holder
• Place Holder
• FRL/Low Income Indicator
• 21st Century Indicator
• Enrollment Type
• Enrollment Date
• RCDTS for Home School
• RCDTS for Serving School
• Entry/Grade Level
• School Year
• Full time Equivalent (FTE) Decimal
2018 School Year Changes

ESSA - Chronic Absenteeism
2018 School Year Changes

Student Demographics Enrollment File Format

- Student ID
- SAP ID
- Legal Last Name
- Legal First Name
- Legal Middle Name
- Lineage Code
- Mother's Maiden Name
- Race Code
- Gender Code
- Birth Date
- Birth Place Name
- Reading 1st Indicator
- Reading Improvement Block Grant Indicator
- Title 1 Indicator
- Eligible for Immigrant Education Program
- Home Language
- Native Language
- Homeless Indicator
- Migrant Indicator
- Private School Student
- Military Connected Student Indicator
- SES Indicator
- LEP Indicator
- IEP Indicator
- Place Holder
- Place Holder
- FRL/Low Income Indicator
- 21st Century Indicator
- Enrollment Type
- Enrollment Date
- RCDTS for Home School
- RCDTS for Serving School
- Entry/Grade Level
- School Year
- FTE - Percent of Day Student Attends School
Full Time Equivalent (FTE) is changing to **Percent of Day Student Attends School**

- The percentage of a FULL day the student attends.
  - This element replaces the FTE that is currently collected.
  - Acceptable values will be .01 to 1.00.
  - Pre-K students should still only have one enrollment at 1.0.

**Note** - FTE can be found in the following SIS Batch File Formats:
  - Demographic Enrollment
  - Demographics and Early Childhood
Chronic Absenteeism Status

- Excused and unexcused absences in the prior academic year.
- Grades Pre-K-12: If students are absent 10% of the time
  - Birth to 3 Students the following fields should be left blank

Exit Enrollment File Format

- Student ID
- SAP ID
- Legal Last Name
- Legal First Name
- Birth Date
- RCDTS for Home School
- RCDTS for Serving School
- Days Present
- Excused Absences
- Unexcused Absences
- Enrollment Exit Date
- Exit Status
- Enrollment Exit / Withdrawal Type
Student Absenteeism –

• **Days Present**: The number of days or partial days the student is not absent. The number will be represented as a decimal. The precision will be 2 decimal points.

• **Number of excused absence days**: The number of days or partial days represented as a decimal that the student was absent with cause (excused absence). The precision will be 2 decimal points.

• **Number of unexcused absence days**: The number of days or partial days represented as a decimal that the student was absent without cause (unexcused absence). The precision will be 2 decimal points.
2018 School Year Changes
Prenatal
Prenatal Data Collection

- Prenatal ID *(Created by SIS. Separate from Student ID)*
- SID of Mother *(SIS SID if Applicable)*
- Mother’s Last Name
- Mother’s First Name
- Mother’s Middle Name
- Mother’s Maiden Name
- Mother's Race
- Mother’s Birth Date
- Home RCDTS
- Serving RCDTS
- Trimester at Start of Prenatal Care
- Marital Status at Start of Services
- Mother's Address
- City
- State
- Zip5
- Zip4

- Phone Area Code
- Phone Prefix
- Phone Suffix
- Place of Delivery
- City/Town of Delivery
- State of Delivery
- County of Delivery
- Total Number of Home Visits for Fiscal Year
- Total Number of Parent Groups/Sessions Attended for Fiscal Year
- Services Start Date
- Due Date
- Exit Reason
- Exit Date
- Delivery Date
- Total Number of Birthed Children
2018 School Year Changes

Prenatal ID
- Prenatal ID generated by the system and assigned to the Mother. ID will Start with the Fiscal Year it is being entered.

SID of Mother
- Mothers 9 digit Student ID that exists in the SIS system

Mother’s Last Name
- Mother’s Legal Last Name

Mother’s First Name
- Mother’s Legal First Name

Mother’s Middle Name
- Mother’s Legal Middle Name

Mother’s Maiden Name
- Mother’s Maiden Name

Mother’s Race

Mother’s Birth Date

Home RCDTS
- Region-County-District-Type-School code that uniquely identifies the elementary, middle/junior, or high school a student attends or would attend if not placed/transferred to another school/program to receive needed services. Home school RCDTS cannot end in "92xx", "93xx" or "90xx" for all students

Serving RCDTS
- Region-County-District-Type-School code that uniquely identifies the school/program where a student is being educated.
2018 School Year Changes

Trimester at Start of Prenatal Care
- Date the prenatal services started.
  - 01 - 1st Trimester
  - 02 - 2nd Trimester
  - 03 - 3rd Trimester

Marital Status at Start of Services
- Marital Status of Mother
  - 01 – Never Married
  - 02 – Married
  - 03 – Widowed
  - 04 – Divorced
  - 05 – Separated

Mother’s Address
- Mother’s Address

City
- City name in which mother resides

State
- State name in which mother resides

Zip5
- Zip code of city in which mother resides

Zip4
- Zip +4 code of city in which mother resides

Phone Area Code
- Contact telephone number area code for mother
  - Must be 3 digits long and be between 200-999
2018 School Year Changes

Phone Prefix
• Contact telephone number prefix for mother
  • Must be 3 digits long and be between 200-999

Phone Suffix
• Contact telephone number suffix for mother
  • Must be 4 digits long and be between 0000-9999

Place of Delivery
• Where mother delivered child? (e.g., home, OSF hospital)
  • Required when Exit Reason is “Live Birth”

City/Town of Delivery
• Town or city where mother delivered child
  • Required when Exit Reason is “Live”

State of Delivery
• State where mother delivered child
  • State Abbreviation
  • Required when Exit Reason is “Live Birth”

County of Delivery
• County where mother delivered child
  • Required when Exit Reason is “Live Birth”

Total Number of Home Visits for Fiscal Year
• The number of completed home visits and in-person contacts provided to the family during the year based on program model and case management provided.
  • Required when Exit Reason is not “erroneous” and must be between 00-99
2018 School Year Changes

Total Number of Parent Groups/Sessions Attended for Fiscal Year
• The number of parent groups/sessions attended by the child's parent(s) during the year (examples include parent-child interactions, parent workshops, parent support groups).
  • Required when Exit Reason is not “erroneous” and must be between 00-99

Exit Reason
• Reason for exiting a child / mother from system.
  • 01 - Live Birth
  • 02 - Pregnancy Ended
  • 03 - Moved/ Not Known to be Continuing Services
  • 04 - Death of Mother
  • 05 - Exited for New Fiscal Year
  • 99 - Erroneous

Services Start Date
• Date the prenatal services started.

Due Date
• Anticipated date of delivery.

Exit Date (mm/dd/yyyy)
• Date Services Ended
**Delivery Date**
- Date the child(ren) was birthed mm/dd/yyyy format required when Exit Reason is “Live Birth”.

**Total Number of Birthed Children**
- Total number of children birthed as a result of pregnancy
What values need to be submitted when services start?

- Prenatal ID (Created by SIS. Separate from Student ID)
- SID of Mother (SIS SID if Applicable)
- Mother’s Last Name
- Mother’s First Name
- Mother’s Middle Name
- Mother’s Maiden Name
- Mother’s Race
- Mother’s Birth Date
- Home RCDTS
- Serving RCDTS
- Trimester at Start Date of Prenatal Care
- Marital Status at Start of Services
- Mother’s Address
- City
- State
- Zip5
- Zip4
- Phone Area Code
- Phone Prefix
- Phone Suffix
What values need to be submitted when services end?

If services end and Exit Reason = 01, the following fields must be submitted:

- Place of Delivery
- City/Town of Delivery
- State of Delivery
- County of Delivery
- Total Number of Home Visits for Fiscal Year
- Total Number of Parent Groups/Sessions Attended for Fiscal Year
- Exit Reason
- Exit Date
- Delivery Date
- Total Number of Birthed Children
What values need to be submitted when services end?

• If Services end and Exit Reason 02-05, the following fields must be submitted:
  • Total Number of Home Visits for Fiscal Year
  • Total Number of Parent Groups/Sessions Attended for Fiscal Year
  • Exit Reason
  • Exit Date

• If end of year and Exit Code is, 05 - End of Fiscal Year, the entered data will be automatically re-populated into the system for the new Fiscal Year. The new record will contain a start date of July 1st.
  • Exit Date must be June 30

• If Exit Reason 99 (Erroneous)
  • Exit Reason
  • Exit Date
### Prenatal End of Year Exits – June 30, 2017

- Each year services must end June 30th unless Exit Reason 01-04. If Exit Reasons are 01-04, districts should use the date in which the events occur as the Exit Date.

  - 01 Live Birth
  - 02 Pregnancy Ended
  - 03 Moved/ Not Known to be Continuing Services
  - 04 Death of Mother
  - 05 Exited for New Fiscal Year
  - 99 Erroneous
Prenatal Data Rules

- Exit Reason of “Exited for New Fiscal Year” is only allowed entered into the system on or after 07/01/2018.
  - Records cannot be exited with this reason code prior to 7/1. (Can not exit the record in the same Fiscal Year)

- If prenatal record is exited as “Exited for New Fiscal Year”, the system automatically generates a record in the new School Year.
  - The new prenatal record retains the same Prenatal ID.
  - Services Start Date retains the value from the previous record.
  - Prenatal Care Start Trimester retains the value from the previous record.
  - Total Number of Home Visits for Fiscal Year are reset to 0 for the new record
  - Total Number of Parent Groups/Sessions Attended for Fiscal Year are reset to 0 for the new record
Prenatal Data Rules

Due Date (mm/dd/yyyy)
• Dates can go into the future 2 years.
• No past date allowed.

Delivery Date (mm/dd/yyyy)
• No Future Date

Services Start Date (mm/dd/yyyy)
• Must be within Fiscal year
• If Exit Reason 05 for previous year, the Start of Services date will be retained from the prior Fiscal year.

Exit Date (mm/dd/yyyy)
• No future dates allowed.
• Date can go back no more than 2 years
2018 School Year Changes
Birth to 3
New Birth to 3 Collection for School Year 2018

- EI Number
- Program Model  (New Options)
- Birth To 3 Classroom Location (New Name & New Options)
- Screening for Eligibility Tool  (Option Removed)
- Total Number of Home Visits During the Year
- Total Number of Parent Groups/Sessions Attended During the Year
- Total Number of Hours Student Spent in DCFS Licensed Child Care Center  (Name Change)
- Student Born with a Low Birth Weight
- Is Student a Youth in Care  (Name Change)
  - Was Parent Married at Time of Student's Birth
- Biological Mother's Date of Birth
- Student's Family is Receiving Child support
- Student's Family is Receiving TANF
- Student's Family is Receiving WIC
- Student's Family is Receiving SNAP  (Name Change)
- Student's Family is Receiving Housing Subsidy
- Household Income Criteria  (New Field)
- Screening for Social and Emotional Development(  New Field)
2018 School Year Changes

Program Model
- 01 - Parents as Teachers
- 02 - Baby Talk
- 03 - Prevention Initiative (Center Based)
- 04 - Healthy Families America
- 05 - Other Model
- 06 - Early Head Start (New)
- 07 - Nurse Family Partnership (New)
- 99 – Erroneous

Birth To 3 Classroom Location (Formerly “Service Location (Modality) for Prevention Initiative Programs”)
- 01 – Child Care Center
- 02 – Child’s Home
- 03 – School
- 04 - Home Visiting Prevention Initiative Program (New)
- 05 - Center Based Prevention Initiative Program (New)
- 06 - Family Literacy Prevention Initiative Program (New)
- 07 - Early Head Start Home Visiting Program (New)
- 08 - Early Head Start Center Based Program (New)
Screening for Eligibility Tool

• 01 - Ages and Stages
• 02 - Brigance Screening (Birth to 3 Edition)
• 03 - Denver Development Screening II
• 04 – District Developed Screening Instrument (Removed)
• 05 - Other Screening Instrument

Total Number of Hours Student Spent in DCFS Licensed Child Care Center (Formerly Total Number of Hours of Service for Student Per Week (Center Based Setting)) (Name Change)

Is Student a Youth in Care (Formerly Is Student Living in a Foster Home) (Name Change)

Student’s Family is Receiving SNAP (Formerly Student’s Family is Receiving Food Stamps) (Name Change)
Household Income Criteria (New)
- 01 – 50% at or below the Federal Poverty Level
- 02 – 100% at or below the Federal Poverty Level
- 03 – 200% at or below the Federal Poverty Level
- 04 – 400% at or below the Federal Poverty Level
- 06 – N/A for Homeless or Youth in Care

Screening for Social and Emotional Development (New Field)
- Ages and Stages : Social and Emotional
- Deveraux Early Childhood Assessment (DECA)
- Other Child Social and Emotional Screening Instrument
2018 School Year Changes
Early Childhood (Pre-K Ages 3-5)
2018 School Year Changes

• **Demographic and Early Childhood File Format**

  - Student ID
  - SAP ID
  - Legal Last Name
  - Legal First Name
  - Legal Middle Name
  - Lineage Code
  - Mother’s Maiden Name
  - Race Code
  - Gender Code
  - Birth Date
  - Birth Place Name
  - Reading 1st Indicator
  - Reading Improvement Block Grant Indicator
  - Title 1 Indicator
  - Eligible for Immigrant Education Program
  - Home Language
  - Native Language
  - Homeless Indicator
  - Migrant Indicator
  - Private School Student
  - Placeholder - **Military Connected Student Indicator**
  - SES Indicator
  - LEP Indicator
  - IEP Indicator – **IEP / ISP Indicator**
  - Place Holder
  - Place Holder
  - FRL/Low Income Indicator
  - 21st Century Indicator
  - Enrollment Type
  - Enrollment Date
  - RCDTS for Home School
  - RCDTS for Serving School
  - Entry/Grade Level
  - School Year
  - Full time Equivalent (FTE) Decimal
New Pre-K Ages 3-5 Collection for School Year 2018
(New - Demographic and Early Childhood File)

- Classroom Location (Name Change)
- Preschool for All Classroom (New Options)
- IDEA Services (New)
- Inclusive IEP Service (New)
- Preschool for All Expansion (New Options)
- Head Start Funding (Name Changed & New Options)
- CPS Value Preschool (New)
- Title I Funding (New)
- IDEA Funding (New)
- Local District Funding (New)
- Tuition Based Funding (New)
- Previous Enrollment in an Early Childhood Program (New)
- Early Head Start (Birth to 3)
- Prevention Initiative (Birth to 3)
- Early Intervention (Birth to 3)
- Child Care (New)
2018 School Year Changes

New Pre-K Ages 3-5 Collection for School Year 2018
(New - Demographic and Early Childhood File)

- Referral by CFC
- EI Number
- Eligibility Determination Date
- Reason for Delay in Transition
- IEP Completion Date
- Date Services Began
- Screening for Program Eligibility indicated Multiple Risk Factors (New)
- Family Structure (New Options)
- Household Income Criteria (New)
- Child Welfare Involvement Within the Past Year (New)
- Child has been a Youth in Care (Name Change)
- Family has an Open Intact Family Services Case (New)
- Child’s parent is Youth in Care (Name Change)
- Student’s Family is receiving TANF (New)
- Student’s Family is receiving WIC (New)
- Student's Family is receiving SNAP (New)
- Student’s Family is receiving Housing Subsidy (New)
Classroom Location (Name Change – was “Service Location”)

• 01 - School
  • A public school building

• 02 - Higher Education Institution
  • A college, university, vocational school, or other post-secondary educational institution offering higher education beyond high school.

• 03 - Licensed Child Care Center
  • Child Care Center is any child care facility which regularly provides child care for less than 24 hours per day and is licensed by the Illinois Department of Children and Family Services.

• 04 - Licensed Family Child Care Home
  • Family Child Care Home is any family home which provides child care for more than 3 up to a maximum of 12 children for less than 24 hours per day and is licensed by the Illinois Department of Children and Family Services.

• 05 - Child’s Home
  • Child’s home is where the child resides.

• 06 - Community-based Organization
  • Community-based organization (CBO) is a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.

• 07 - Faith-based Organization
  • Faith-based organization (FBO) is used to refer to religious organizations and other charitable organizations affiliated or identified with one or more religious groups.

• 08 - Other
Preschool for All Classroom (New)
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).

• 01 - Half-Day
  • The child is attending a classroom for 3 to 5 year old children for 2.5 to 4 hours per day (12.5 to 20 hours per week)

• 02 - Full Day
  • The child is attending a full day classroom for 3 to 5 year old children for at least 6 hours per day (30 hours per week or more)

• 03 - Partial Day
  • The child is attending a classroom for 3 to 5 year old children for 4.5 to 5.5 hours per day (22.5 to 27.5 hours per week)

• 04 - Less than Half-Day
  • The child is receiving Speech services only, homebound instruction, or Head Start home visiting

• 00 - None
  • Not attending a Pre-School for all Classroom

• IDEA Services (New)
  • 01 - Blended Preschool for All Classroom
  • 02 - Self-Contained Early Childhood Special Ed
  • 03 - Speech Only Services
  • 00 - None
Inclusive IEP Service (New)
- Are the majority (at least 50%) of special education services provided in a general education classroom?
  - 01 - Yes
  - 02 - No

Preschool for All Expansion (New Options)
- 01 - Federal - Preschool Full Day Expansion
  - The child is attending a full day preschool classroom that meets all of the Preschool Expansion requirements.
- 02 - Federal - Preschool Expansion – PFA Enhanced
  - The child is attending a full day preschool classroom that was originally a Preschool for All (PFA) classroom and has been enhanced to meet the Preschool Expansion requirements.
- 03 - Federal - Preschool Expansion – Head Start Enhanced
  - The child is attending a full day preschool classroom that was originally a Head Start classroom and has been enhanced to meet the Preschool Expansion requirements.
- 04 - State - Preschool Full Day Expansion
  - The child is attending a full day preschool classroom that meets all of the Preschool Expansion requirements.
- 05 - State - Preschool Expansion – PFA Enhanced
  - The child is attending a full day preschool classroom that was originally a Preschool for All (PFA) classroom and has been enhanced to meet the Preschool Expansion requirements.
- 06 - State - Preschool Expansion – Head Start Enhanced
  - The child is attending a full day preschool classroom that was originally a Head Start classroom and has been enhanced to meet the Preschool Expansion requirements.
- 07 – None
  - The child is NOT attending a preschool classroom that meets all of the Preschool Expansion requirements.
Head Start Funding (Name Changed & New Options)
- The child is attending a Head Start classroom for 3 to 5 year old children. Funding for this classroom comes solely from federal Head Start funds.
  - 01 - Half-Day
    - The child is attending a classroom for 3 to 5 year old children for 2.5 to 4 hours per day (12.5 to 20 hours per week)
  - 02 - Full Day
    - The child is attending a full day classroom for 3 to 5 year old children for at least 6 hours per day (30 hours per week or more)
  - 03 - Partial Day
    - The child is attending a classroom for 3 to 5 year old children for 4.5 to 5.5 hours per day (22.5 to 27.5 hours per week)
  - 04 - Less than Half-Day
    - The child is receiving homebound instruction or Head Start home visiting.
  - 00 - None
    - Not attending a Head Start Classroom

CPS Value Preschool (New Field) [No unless student is Serving at Chicago Public Schools]
- 01 - Yes
- 02 – No

Title I Funding (New)
- The child is attending a preschool program for 3 to 5 year old children. Funding for this child in the classroom comes solely from NCLB, Title I, Part A. Funding for this classroom does not include funds from the Early Childhood Block Grant or Head Start.
  - 01 - Yes
  - 02 - No
IDEA Funding (New)

- The child is attending a preschool classroom for 3 to 5 year old children. Funding for this classroom is paid with Federal IDEA or state Special Education funds. Reporting these programs/fund sources in addition to reporting other programs/fund sources will not affect the entity’s Early Childhood grant reporting.
  - 01 - Half-Day
    - The child is attending a classroom for 3 to 5 year old children for 2.5 to 4 hours per day (12.5 to 20 hours per week)
  - 02 - Full Day
    - The child is attending a full day classroom for 3 to 5 year old children for at least 6 hours per day (30 hours per week or more)
  - 03 - Partial Day
    - The child is attending a classroom for 3 to 5 year old children for 4.5 to 5.5 hours per day (22.5 to 27.5 hours per week)
  - 04 - Less than Half-Day
    - The child is receiving homebound instruction or Head Start home visiting.
  - 00 - None
    - No IDEA funding
Local District Funding (New)

- The child is attending a preschool classroom for 3 to 5 year old children. Funding for this classroom is locally funded with District funds. Reporting these programs/fund sources in addition to reporting other programs/fund sources will not affect the entity’s Early Childhood grant reporting.
  - 01 - Half-Day
    - The child is attending a classroom for 3 to 5 year old children for 2.5 to 4 hours per day (12.5 to 20 hours per week)
  - 02 - Full Day
    - The child is attending a full day classroom for 3 to 5 year old children for at least 6 hours per day (30 hours per week or more)
  - 03 - Partial Day
    - The child is attending a classroom for 3 to 5 year old children for 4.5 to 5.5 hours per day (22.5 to 27.5 hours per week)
  - 04 - Less than Half-Day
    - The child is receiving homebound instruction or Head Start home visiting.
  - 00 – None
    - No local funding
Tuition Based Funding (New)

- The child is attending a preschool classroom for 3 to 5 year old children. Funding for this child in the classroom is paid through parents paying tuition.
  - 01 - Half-Day
    - The child is attending a classroom for 3 to 5 year old children for 2.5 to 4 hours per day (12.5 to 20 hours per week)
  - 02 - Full Day
    - The child is attending a full day classroom for 3 to 5 year old children for at least 6 hours per day (30 hours per week or more)
  - 03 - Partial Day
    - The child is attending a classroom for 3 to 5 year old children for 4.5 to 5.5 hours per day (22.5 to 27.5 hours per week)
  - 04 - Less than Half-Day
    - The child is receiving homebound instruction or Head Start home visiting.
  - 00 – None
    - No Tuition Based Funding
2018 School Year Changes

Previous Enrollment in an Early Childhood Program (New)
- The child has a previous enrollment in an early childhood program (Could include Birth to 3)
  - 01 - Yes
  - 02 - No

Child Care (New)
- Prior to attending a preschool program, the child was enrolled in Child Care.
  - 01 - Yes
  - 02 - No

Screening for Program Eligibility Indicated Multiple Risk Factors (New)
- An at-risk child is one who, because of their home and community environment, is subject to such language, cultural, economic, and like disadvantages that he or she has been determined, as a result of screening procedures, to be at risk of academic failure
  - 01 - Yes
  - 02 – No

Family Structure
- 01 – Both Parents in Home
- 02 – Single Parent Family
- 03 – Lives with an adult other than Guardian (Name Change)
- 04 – Youth in Care (Name Change)
- 05 – Other
- 06 – Parents have joint custody (New)
Household Income Criteria (New)
- The child is from a family whose income is less than 50%, 100%, 200% or 400% 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)
  - 01 – 50% at or below the Federal Poverty Level
  - 02 – 100% at or below the Federal Poverty Level
  - 03 – 200% at or below the Federal Poverty Level
  - 04 – 400% at or below the Federal Poverty Level
  - 05 – Over 400% Federal Poverty Level
  - 06 – N/A for Homeless or Youth in Care

Child Welfare Involvement Within the Past Year (New)
- The child or their family has received services from the Department of Children and Family Services (DCFS), including foster care, intact family services or the parent has been a ward of the state
  - 01 - Yes
  - 02 - No

Child has been a Youth in Care (Name Change)
- The child is currently in or at any point during the past year has lived in a foster care setting.
  - 01 - Yes
  - 02 - No
2018 School Year Changes

Family has an Open Intact Family Services Case *(New)*
- The family has been assigned a caseworker by DCFS and is currently receiving or in the past year has received family services.
  - 01 - Yes
  - 02 - No

Child’s parent is Youth in Care *(Name Change)*
- Either parent of the child is currently or at any point in the past year has been a ward of the state.
  - 01 - Yes
  - 02 - No

Student's Family is receiving TANF *(New)*
- The Temporary Assistance for Needy Families (TANF) program provides temporary financial assistance for pregnant women and families with one or more dependent children. TANF provides financial assistance to help pay for food, shelter, utilities, and expenses other than medical.
  - 01 - Yes
  - 02 - No

Student's Family is receiving WIC *(New)*
- WIC provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.
Student’s Family is receiving SNAP (New)

- The Supplemental Nutrition Assistance Program (SNAP) (formerly Food Stamps) helps low-income people and families buy the food they need for good health. Benefits are provided on the Illinois Link Card - an electronic card that is accepted at most grocery stores. The program is managed by the Food and Nutrition Service (FNS) of the United States Department of Agriculture. The Department of Human Services administers the program in Illinois
  - 01 - Yes
  - 02 – No

Student’s Family is receiving Housing Subsidy (New)

- Subsidized housing or social housing is government supported accommodation for people with low to moderate incomes. Forms of subsidies include direct housing subsidies, non-profit housing, public housing, rent supplements and some forms of co-operative and private sector housing.
  - 01 - Yes
  - 02 – No
2018 School Year Changes
Early Childhood Student Course Assignments
Early Childhood Courses link the teacher to the student for each funding type entered at time of student enrollment.
• Students enrolled in Grade Pre-K can not be exited until the courses have been added.
  • 73028APFA Preschool for All
  • 73028ASPE Preschool IDEA
  • 73028AEXP Preschool Expansion
  • 73028AHSE Head Start
  • 73028APLD Preschool Local District
  • 73028ATBP Tuition Based Preschool
Purpose for Collecting the Early Childhood Course is to Tie a Teacher to a Student

- Term - Y1
- State Course Code - 73028A
- Local Course ID - Optional
- Local Course Title - Optional
- Student Course Start Date – Enrollment Start Date
- Section Number – District Defined
- Course Level – General
- Course Credit – 1.0
- Articulated Credit - No
- Dual Credit - No
- Course Setting – Traditional
- Actual Attendance – Optional
- Total Attendance – Optional
- Single Parent including Single Pregnant Woman - No
- Displaced Homemaker - No
- Course Numeric Grade - Optional
- Maximum Numeric Grade - Optional
- Student Course End Date – Enrollment Exit Date
- Course Final Letter Grade/Completion Status – (24) Promoted or (25) Retained
2018 School Year Changes
State Course Code Updates
2018 School Year Changes

State Course Code Updates
• **Retired** - 10158A000 - AP Computer Science AB

Early Childhood Courses
Students enrolled in Grade Pre-K can now have courses entered
• **Added** - 73028APFA Preschool for All
• **Added** - 73028ASPE Preschool IDEA
• **Added** - 73028AEXP Preschool Expansion
• **Added** - 73028AHSE Head Start
• **Added** - 73028APLD Preschool Local District
• **Added** - 73028ATBP Tuition Based Preschool
2018 School Year Changes
SIS Special Education Updates
IEP Indicator is changing to IP Indicator (Individual Plan)

• 01 – IEP/ISP
• 02 – None

*Note: ISP Students must also be Private School Students (PSS Indicator = Yes)*

• IP students will have one Service Provider identified for each enrollment.
  • Service Provider will default to the Serving RCDTS
    • Serving RCDTS code that uniquely identifies the school/program where a student is being educated

• Service Provider is the entity providing services to the student and may or may not be the serving location
  • Service Provider data may be updated either online or batch only by the home district with the active enrollment
  • Service Providers can update only Student Course Assignments
  • Future enhancements will allow Service Providers to request Student Course Assignments
• 2018 School Year Changes

Student Information System (SIS)

• Student Demographics Enrollment File Format

- Student ID
- SAP ID
- Legal Last Name
- Legal First Name
- Legal Middle Name
- Lineage Code
- Mother’s Maiden Name
- Race Code
- Gender Code
- Birth Date
- Birth Place Name
- Reading 1st Indicator
- Reading Improvement Block Grant Indicator
- Title 1 Indicator
- Eligible for Immigrant Education Program
- Home Language
- Native Language
- Homeless Indicator
- Migrant Indicator
- Private School Student
- Military Connected Student Indicator
- SES Indicator
- LEP Indicator
- IEP Indicator – IP Indicator
- Place Holder
- Place Holder
- FRL/Low Income Indicator
- 21st Century Indicator
- Enrollment Type
- Enrollment Date
- RCDTS for Home School
- RCDTS for Serving School
- Entry/Grade Level
- School Year
- Full time Equivalent (FTE) Decimal
New Special Education Report: SIS and I-STAR Alignment Report
New SIS and I-STAR Alignment Report: Errors Only
New SIS and I-STAR Alignment Report

### Illinois State Board of Education
Student Information System
2017 SIS and I-STAR Alignment Report

This report is intended to help align data from the Student Information System (SIS) and the IEP Special Education Tracking and Reporting system (I-STAR). The fields collected in each system are displayed across the page and are aligned with the corresponding element from the other system. If the data is incorrect, the district personnel should determine which system has the data entered incorrectly and proceed by correcting the data in that system.

- If Home school or or Serving school is incorrect in SIS, the student’s enrollment must be exited as “Erroneous” with the Exit Enrollment Date set equal to the Enrollment Start date.
- If Service Provider is incorrect in SIS, update it by searching the student and updating the Service Provider. The student must be actively enrolled to update the Service Provider.
- IEP indicator and Private School Student indicator (PSS) must match the Fund Code entered into I-STAR. The PSS indicator indicates the student has a possible Individual Service Plan (ISP) in SIS.
- Student approval start and end dates in I-STAR must coincide with the SIS Student Enrollment start and end dates. Every approval record in I-STAR requires an enrollment record in SIS to be approved. An approval record in I-STAR should not begin before the SIS enrollment start date. An I-STAR approval record must end before the student’s enrollment is exited. If these dates are out of range, the data must be corrected in the corresponding system.

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<thead>
<tr>
<th>SIS ID</th>
<th>Name</th>
<th>Date of Birth</th>
<th>Home District RCDTS: 123456789012345</th>
<th>Home District Name: ISBE SD 101</th>
<th>Selection Criteria: Sorted By: Home District Errors, Name</th>
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<tbody>
<tr>
<td>9999999999</td>
<td>Test, Student A</td>
<td>01/01/1000</td>
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<td>- SIS -</td>
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<td>- SIS -</td>
<td>Home School:</td>
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<td></td>
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</tbody>
</table>
2018 School Year Changes
Multiple SID Online
2018 School Year Changes

Student Information System (SIS)

• Current SIS Status Panel
# Current SIS Status Panel – Informative Counts

### Current Enrollment Data Completion Status

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total Required</th>
<th>Complete</th>
<th>% Complete</th>
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<tbody>
<tr>
<td>Birth To 3</td>
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<td>2466</td>
<td>24%</td>
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<tr>
<td>Birth To 3 Caregiver Demographics</td>
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<tr>
<td>Early Childhood Outcomes(ERO) Entry</td>
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<td>Early Childhood Outcomes(ERO) Progress</td>
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<td>English Learners (EL)</td>
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<td>Student Address for NEW IEP students</td>
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<td>Regional Safe Schools Program (RSSP)</td>
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### Informative Counts

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<th>Counts</th>
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<td>Potential Duplicate Students (Multiple SID)</td>
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<td>Student Discipline</td>
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<tr>
<td>Secondary Courses Missing Final Letter Grade</td>
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2018 School Year Changes

- **Multiple SID – Online**

Multiple SIDs are identified on the Multiple SID (Possible SID Matches) report located in SIS either by selecting Potential Duplicate Students (Multiple SID) Link located on the Status Panel under "Informative Counts". The report can also be found under the Reports link in SIS - Miscellaneous Reporting category.
### Multiple SID – Add to Exception Table - Students are both enrolled

#### Student 1
<table>
<thead>
<tr>
<th>SID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Race</th>
<th>Mothers Maiden Name</th>
<th>Birth Place Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>987654321</td>
<td>Smith</td>
<td>Michael</td>
<td>Lee</td>
<td>10/01/2001</td>
<td>M</td>
<td>White</td>
<td>Jones</td>
<td>Springfield IL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>Home RCIDTS</th>
<th>Home RCIDTS</th>
<th>Enrollment Date</th>
<th>Exit Date</th>
<th>Exit Type</th>
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<tbody>
<tr>
<td>2017</td>
<td>08</td>
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<td>Promotion</td>
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<td>06/08/2016</td>
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<td>2015</td>
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<td>06/12/2015</td>
<td>Promotion</td>
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<tr>
<td>2014</td>
<td>03</td>
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<td>1902200040022004</td>
<td>08/28/2013</td>
<td>06/11/2014</td>
<td>Promotion</td>
</tr>
<tr>
<td>2013</td>
<td>02</td>
<td>1902200040022004</td>
<td>1902200040022004</td>
<td>08/22/2012</td>
<td>05/30/2013</td>
<td>Promotion</td>
</tr>
<tr>
<td>2012</td>
<td>01</td>
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<td>1902200040022004</td>
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<tr>
<td>2011</td>
<td>K</td>
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<td>08/25/2010</td>
<td>06/06/2011</td>
<td>Promotion</td>
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<tr>
<td>2016</td>
<td>P</td>
<td>1902200040022011</td>
<td>1902200040022011</td>
<td>08/31/2009</td>
<td>06/03/2010</td>
<td>Promotion</td>
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<tr>
<td>2009</td>
<td>P</td>
<td>1902200040022011</td>
<td>1902200040022011</td>
<td>08/06/2008</td>
<td>06/05/2009</td>
<td>Promotion</td>
</tr>
</tbody>
</table>

#### Student 2
<table>
<thead>
<tr>
<th>SID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Race</th>
<th>Mothers Maiden Name</th>
<th>Birth Place Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>987654321</td>
<td>Smith</td>
<td>Michael</td>
<td>Lee</td>
<td>10/01/2001</td>
<td>M</td>
<td>Multi Racial</td>
<td>Westing</td>
<td>Chicago IL</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
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<th>Home RCIDTS</th>
<th>Enrollment Date</th>
<th>Exit Date</th>
<th>Exit Type</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2016</td>
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<td>06/30/2016</td>
<td>Promotion</td>
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<td>06/30/2015</td>
<td>Promotion</td>
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<td>Promotion</td>
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[Cancel] [Not a Multiple SID - Add to Exception]
### 2018 School Year Changes

**Multiple SID – Keep Student 1 and Merge Student 2**

#### Student 1
<table>
<thead>
<tr>
<th>SID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Race</th>
<th>Mothers Maiden Name</th>
<th>Birth Place Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>987654321</td>
<td>Smith</td>
<td>Michael</td>
<td>Lee</td>
<td>10/02/2001</td>
<td>M</td>
<td>White</td>
<td>Jones</td>
<td>Springfield IL</td>
</tr>
</tbody>
</table>

#### Student 2
<table>
<thead>
<tr>
<th>SID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Race</th>
<th>Mothers Maiden Name</th>
<th>Birth Place Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>987654321</td>
<td>Smith</td>
<td>Michael</td>
<td>Lee</td>
<td>10/02/2001</td>
<td>M</td>
<td>Multi Racial</td>
<td>Westing</td>
<td>Chicago IL</td>
</tr>
</tbody>
</table>
### 2018 School Year Changes

**Multiple SID – Keep Student 2 and Merge Student 1**

<table>
<thead>
<tr>
<th>Student 1</th>
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<tbody>
<tr>
<td>SID</td>
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<tr>
<td>987654321</td>
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**Student Information System**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Home RCDS</th>
<th>Home RCDS</th>
<th>Enrollment Date</th>
<th>Exit Date</th>
<th>Exit Type</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
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<td>11/02/2016</td>
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<td>06/12/2015</td>
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<td>06/11/2014</td>
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<td>06/06/2011</td>
<td>Promotion</td>
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<tr>
<td>2010</td>
<td>P</td>
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<td>08/31/2009</td>
<td>06/03/2010</td>
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<td>2009</td>
<td>P</td>
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<td>08/25/2008</td>
<td>06/05/2009</td>
<td>Promotion</td>
</tr>
<tr>
<td>2008</td>
<td>P</td>
<td>19020040022011</td>
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<td>01/07/2008</td>
<td>09/05/2008</td>
<td>Promotion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SID</td>
</tr>
<tr>
<td>987654321</td>
</tr>
</tbody>
</table>

**Student Information System**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Home RCDS</th>
<th>Home RCDS</th>
<th>Enrollment Date</th>
<th>Exit Date</th>
<th>Exit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
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<td>Promotion</td>
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<td>2016</td>
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<td>06/30/2015</td>
<td>Promotion</td>
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<tr>
<td>2015</td>
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<td>12/19/2014</td>
<td>06/30/2015</td>
<td>Promotion</td>
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<td>2014</td>
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<td>Promotion</td>
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<tr>
<td>2013</td>
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<td>Promotion</td>
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<td>1591629002472</td>
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<td>06/30/2012</td>
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<td>07016114002300</td>
<td>02/16/2011</td>
<td>03/24/2011</td>
<td>Promotion</td>
</tr>
</tbody>
</table>

**Multiple SID – Keep Student 2 and Merge Student 1**

- **Student 1**
  - SID: 987654321
  - Last Name: Smith
  - First Name: Michael
  - Middle Name: Lee
  - Date of Birth: 10/01/2001
  - Gender: M
  - Race: White
  - Mothers Maiden Name: Jones
  - Birth Place Name: Springfield IL

- **Student 2**
  - SID: 987654321
  - Last Name: Smith
  - First Name: Michael
  - Middle Name: Lee
  - Date of Birth: 10/01/2001
  - Gender: M
  - Race: Multiracial
  - Mothers Maiden Name: Westing
  - Birth Place Name: Chicago IL
2018 School Year Changes
SIS Online Updates
Online updates added!! (Home District only)

- Student must be actively enrolled in the district

- Update Demographics Tab

- Update Enrollment Tab
  - Edit
    - Enrollment Date
    - Enrollment Type Code
    - FTE
  - Exit Enrollment
  - Remove Exit

- View individual student reports directly from the student profile screens
2018 School Year Changes

- Combining Search SID and Exit Enrollment into one function

<table>
<thead>
<tr>
<th>Old Navigation Menu</th>
<th>New Navigation Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td><strong>Home</strong></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>Search SID</td>
<td>Search SID/Exit Enrollment</td>
</tr>
<tr>
<td>Request New SID</td>
<td>Request New SID</td>
</tr>
<tr>
<td>Exit Enrollment</td>
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<tr>
<td>Assessment Pre-ID</td>
<td>Assessment Pre-ID</td>
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<tr>
<td>Assessment Correction</td>
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<td>Adjusted Cohorts</td>
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<td>Batch Files</td>
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<td>Upload File</td>
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<td>Download File</td>
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<td>Request File</td>
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<td>Reports</td>
<td>Help</td>
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<td>Help</td>
<td>ISBE Internal</td>
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<td>Log Out</td>
</tr>
<tr>
<td>Log Out</td>
<td></td>
</tr>
</tbody>
</table>
2018 School Year Changes
Online Student Demographic Updates
2018 School Year Changes

- Online Student Demographic Updates
- Search SID / Exit Enrollment → View Details → Student Enrollment → Edit
• Online Student Demographic Updates (Home District Only)
  • Student must be actively enrolled
2018 School Year Changes
Online Student Enrollment Updates
2018 School Year Changes

- Online Student Enrollment Updates (Home District Only)
  - Search SID / Exit Enrollment → View Details → Student Enrollment → Edit

<table>
<thead>
<tr>
<th>Enrollment Type for Serving</th>
<th>Re-entry to the same school</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCDTS for Home</td>
<td>510840080262004</td>
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<tr>
<td>Entry/Grade Level for Serving</td>
<td>08/22/2016</td>
</tr>
<tr>
<td>FTE for Serving</td>
<td>1.00</td>
</tr>
</tbody>
</table>
2018 School Year Changes

- Online Enrollment Updates
- Student must be actively enrolled
2018 School Year Changes

• Setting **Enrollment Start Date** to earlier
  • **Home School RCDTS** must be the same
  • Sum of **FTE** must be less than or equal to 1.0
  • Must be in same **Grade Level**
  • Immigrant - First Date of Entry into a US School must be less than or equal to new **Enrollment Start Date** if earlier than entered.
  • Student Course Assignment dates will remain the same and must be updated by the user if the enrollment date is set earlier than the current **SCA Start Date**
  • EL Record **Date EL First EL Services** and **Date EL Services Began** will remain the same
• Setting **Enrollment Start Date** to later date
  • **Home School RCDTS** must be the same
  • No future dates
  • **Student Course Start Dates** (college courses included) must equal later **Enrollment Start Date** or greater
    • Set **Student Course Start Date** to enrollment start date if course starts before new start date
  • Sum of **FTE** must be less than or equal to 1.0
  • Must be in same **Grade Level**
  • Student Discipline **Incident Date** must be greater than or equal to new **Enrollment Start Date**
  • EL record must be first made erroneous if **Enrollment Start Date** is set after **Date First EL Services and Date Services Started**

• Changing FTE
  • Sum of **FTE** must be less than or equal to 1.0
2018 School Year Changes
New Way to Exit Student Enrollments
2018 School Year Changes

- Search SID / Exit Enrollment → View Details → Student Enrollment → Exit Enrollment

---

**Student Information System**

Student Details

Click on the tabs to view the student details. To view School / District Name and contact information, please click on either the Home or Serving School RCDTS number.

**SID:** 123456789

**Legal Last Name:** Smith  |  **Legal First Name:** Michael  |  **Legal Middle Name:** John

**Student Enrollment:** Active

<table>
<thead>
<tr>
<th>Enrollment Type for Serving</th>
<th>Re-entry to the same school</th>
<th>School Year for Serving</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCDTS for Home</td>
<td>510840080262004</td>
<td>RCDTS for Serving</td>
<td>510840080262004</td>
</tr>
<tr>
<td>Enrollment Date for Serving</td>
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<tr>
<td>Entry/Grade Level for Serving</td>
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**Discipline**

**Homeless**

**Exit Date**

**Exit Type**

**Student Course Assignment**

<table>
<thead>
<tr>
<th>View Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
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</tbody>
</table>

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[View Details]

[Exit Enrollment]
• Exiting a Student Enrollment - Provide exit data
2018 School Year Changes
Remove Exit
- Remove Student Exit (Home District Only)
- Search SID/Exit Enrollment → View Details → Student Enrollment → Remove Exit
2018 School Year Changes
New links on Student Profile
• New Student Report links (Home District Only)
• Links will appear on all tabs
2018 School Year Changes
Updates to EL Screener
2018 School Year Changes

- EL Screener August 1, 2017 Updates
  - WAPT is no longer being recognized as an Illinois Screener
  - MODEL can be used for Kindergarten Age Students Only

<table>
<thead>
<tr>
<th>EL Screener Test Taken</th>
<th>Type of EL screener administered.</th>
<th>Character (2)</th>
<th>Mandatory</th>
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</thead>
<tbody>
<tr>
<td>00</td>
<td>01 Pre-IPT (Pre-Idea Proficiency Test) (for PreK only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>02 PRE-LAS 2000 (Pre-Language Assessment Scale) (for PreK only)</td>
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<tr>
<td></td>
<td>03 ELTPS (Early Language Proficiency Test Series) (for PreK Only)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>04 Other English Language Proficiency Test (for PreK only)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>05 Checklist Process (for PreK only)</td>
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</tr>
<tr>
<td></td>
<td>06 Interview Process (for PreK only)</td>
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<td></td>
<td>07 Observation Process (for PreK only)</td>
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<tr>
<td></td>
<td>08 Other Process (for PreK only)</td>
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<td>09 MODEL</td>
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<td>10 W-APT</td>
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<td>11 ACCESS for ELs test results from another State</td>
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<td>15 WIDA Screener Paper</td>
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</tr>
<tr>
<td></td>
<td>99 Not Tested</td>
<td></td>
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</table>
SIS Summer Training
New User and/or Refresher Training

- Training will cover ALL SIS functionalities
- Specific dates, locations, and registration are posted on the ISBE SIS webpage at https://www.isbe.net/Pages/Student-Information-System.aspx
- Please only register for one session (Registration will be available starting Friday May 5, 2017)
  - Morning: 9:00 a.m. to 12:00 p.m.
  - Afternoon: 1:00 p.m. to 4:00 p.m.
    - Tuesday, July 25, 2017 - Parkland College Champaign, IL
    - Wednesday, July 26, 2017 - Illinois Principals Association Springfield IL
    - Thursday, July 27, 2017 - Carl Sandburg College Galesburg, IL (Pending)
    - Tuesday, August 1, 2017 - Metea Valley High School Aurora, IL
    - Wednesday, August 2, 2017 - Robert Blazier District C.O.R.E. Center, Crystal Lake, IL
    - Thursday, August 3, 2017 - Rock Valley College Stenstrom Center for Career Education (SCCE) – Rockford, IL
    - Tuesday, August 8, 2017 - Lewis and Clark Community – Edwardsville, IL
    - Wednesday, August 9, 2017 – John A. Logan College – Carterville, IL
    - Thursday, August 10, 2017 - Effingham High School – Effingham, IL
Upcoming Key Dates
### Upcoming Key Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS Preliminary Scores Posted in SIS</td>
<td>05/08/2017</td>
</tr>
<tr>
<td>ACCESS Last Day of Assessment Corrections</td>
<td>05/26/2017, 4:00 p.m.</td>
</tr>
<tr>
<td>ACCESS Data Reconciliation Between ISBE &amp; Vendor</td>
<td>05/27/2017 – Early July</td>
</tr>
<tr>
<td>ACCESS Online Posting of Final Scores</td>
<td>Mid July</td>
</tr>
<tr>
<td>ACCESS Final Paper Reports Arrive in Districts</td>
<td>08/01/2017</td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>PARCC Latest Day of Testing</td>
<td>04/28/2017</td>
</tr>
<tr>
<td>PARCC First Day of Assessment Corrections</td>
<td>Day after Testing School’s Testing Window End Date</td>
</tr>
<tr>
<td>PARCC Scores Posted in SIS</td>
<td>06/28/2017</td>
</tr>
<tr>
<td>PARCC Data Sent to Vendor for Printing Individual Student Reports</td>
<td>07/07/2017</td>
</tr>
<tr>
<td>PARCC Individual Student Reports Shipped</td>
<td>Late August</td>
</tr>
<tr>
<td>PARCC Last Day of Corrections for the Purpose of Accountability and School Report Card</td>
<td>09/22/2017, 4:00 p.m.</td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>DLM-AA Last Day of Testing</td>
<td>05/01/2017</td>
</tr>
<tr>
<td>DLM-AA First Day of Assessment Corrections</td>
<td>05/02/2017</td>
</tr>
<tr>
<td>DLM-AA Scores Posted in SIS</td>
<td>06/19/2017</td>
</tr>
<tr>
<td>DLM-AA Data Sent to Vendor for Producing Reports in Educator Portal</td>
<td>06/26/2017</td>
</tr>
<tr>
<td>DLM-AA Individual Student Reports Available in Educator Portal</td>
<td>08/02/2017</td>
</tr>
<tr>
<td>DLM-AA Last Day of Corrections for the Purpose of Accountability and School Report Card</td>
<td>09/22/2017, 4:00 p.m.</td>
</tr>
</tbody>
</table>
Upcoming Key Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT First Day of Assessment Corrections</td>
<td>04/27/2017</td>
</tr>
<tr>
<td>SAT Scores Posted in SIS (Without Performance Level)*</td>
<td>07/10/2017</td>
</tr>
<tr>
<td>SAT Last Day of Corrections for the Purpose of Accountability and School Report Card</td>
<td>09/22/2017, 4:00 p.m.</td>
</tr>
</tbody>
</table>

* Note: SAT Performance Levels will be determined through a standard-setting process conducted during 2017. Performance Levels will be made available in SIS after they are presented to and approved by ISBE.
# Upcoming Key Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exit Enrollments for 2017 School Year</strong></td>
<td></td>
</tr>
<tr>
<td>- Birth to 3 data due</td>
<td>07/31/2017, 4:00 p.m.</td>
</tr>
<tr>
<td>- College Course Assignment data due</td>
<td></td>
</tr>
<tr>
<td>- Early Childhood data due</td>
<td></td>
</tr>
<tr>
<td>- Early Childhood Outcomes data due</td>
<td></td>
</tr>
<tr>
<td>- EL data due</td>
<td></td>
</tr>
<tr>
<td>- EL Screener data due</td>
<td></td>
</tr>
<tr>
<td>- Homeless data due</td>
<td></td>
</tr>
<tr>
<td>- Immigrant data due</td>
<td></td>
</tr>
<tr>
<td>- Participant Demographic (Birth to 3) data due</td>
<td></td>
</tr>
<tr>
<td>- Regional Safe Schools Program (RSSP) data due</td>
<td></td>
</tr>
<tr>
<td>- Student Address data due</td>
<td></td>
</tr>
<tr>
<td>- Student Course Assignments data due</td>
<td></td>
</tr>
<tr>
<td>- Student Discipline data due</td>
<td></td>
</tr>
<tr>
<td>- Teacher Course Assignments data due</td>
<td></td>
</tr>
<tr>
<td><strong>Adjusted Cohort Graduation Rates</strong></td>
<td>08/15/2017, 4:00 p.m.</td>
</tr>
</tbody>
</table>
Districts’ Next Steps
• Make Assessment Corrections as necessary

• Provide all Student Discipline records by 4:00 p.m., on July 31, 2017

• Exit 2017 school year enrollment records by 4:00 p.m., on July 31, 2017
  • EL data is due
  • EL Screener data is due
  • Early Childhood Outcomes data is due
  • Homeless data is due
  • Eligible for Immigrant Student Program (Country of Birth) data is due
  • Birth to 3 data is due
  • Caregiver data is due
  • RSSP data is due

• Run reports and verify student data is accurate and complete!

• Provide all Student Course Assignment data (Grade K-12)
• Provide all Teacher Course Assignment data (Grade K-12)
• Verify data used for Report Card and Accountability
  • Percent of 8th Graders Taking Algebra I
  • Freshman on Track
  • Adjusted Cohort Graduation Rate
• Prepare for 2018 School Year changes
• Sign up appropriate personnel for upcoming ISBE SIS training sessions
• SIS Web Service – Automation of SIS uploads
ISBE Data Transfer Web Service for Batch Automation

This service is suitable for both LAN and Web applications and also works for ISBE Web Application Security System (IWAS) and Non-IWAS based systems. The web service provides a method for entities outside of ISBE to programmatically automate the sending and retrieving of batch data to any system. Any modern programming language should have the ability to call a web service to automate the sending and retrieving of batch data.

Each user of the web service will need a unique Activation Key which identifies the user and the system the batch data is associated with. Generally the ISBE system you are working with will provide a method for you to create an activation key.

The web service is hosted on a secure web server so all data transfers will be secure and encrypted so there is no need for external encryption or decryption of data.

All SIS formats are supported.

300+ Districts are currently using the web service.
Where to Direct Questions
ISBE SIS Resource Materials

- Located on the ISBE SIS webpage at https://www.isbe.net/Pages/Student-Information-System.aspx
- ISBE SIS Announcements
  - User Manual
  - File Format Layouts
  - Excel Templates
  - Tips for Completing (Data Collection Name) Template
  - Steps for Creating and Uploading (Data Collection Name)
  - Data Elements
  - Archived Meetings and Presentations
  - Frequently Asked Questions
- Data Quality Dashboard User Manual
ISBE Help Desk

- (217) 558-3600 - Option 3

- help@isbe.net
  - SIS Policy Questions will be directed to the Center for Performance
  - SIS Technical Questions will be directed to the IBM team
• Notice – This Webinar is being Recorded

This webinar is being recorded. Please do not provide any Student, Personal, or Vendor information.
Questions?
Thank You!