

ISBE Guidance for English Learner Students District Identification, Screening, and Data Submission

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ISBE Guidance for English Learner Students: District Identification, Screening, and Data Submission

In school year 2024-25, English learner (EL) students made up 17.5% of preK-12 students in Illinois and, as of the writing of this document, are present in 636 districts. State and federal laws and rules govern the identification, screening, and services of EL students. As this process can be complex, this guidance has been drafted to assist district administrators and district data entry specialists better understand procedures involved in the identification and screening process of a student as well as how to enter EL data accurately into the state's Student Information System (SIS). Accurate data ensures a continuity of services if and when students move from district to district. In addition, there are funding implications that rest on the data submitted to SIS.

How to Use This Guidance

This guidance document is arranged into three sections:

- 1) Identification Procedures including Home Language Survey, Screening, and Parent Notification
- 2) Data Submission in ISBE's Student Information System
- 3) District Identification, Screening, and Data Submission Frequently Asked Questions.

The first provides background information and context for district administrators over the identification and screening processes including the Home Language Survey (HLS) and proper screening and notification procedures. The second provides step-by-step instructions for entering EL data into SIS with explanations of the various fields, timelines, and when certain codes should be used. Finally, there is a Frequently Asked Questions (FAQ) section to address some of the most common questions that ISBE receives related to identification, screening, and data entry for ELs.

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Key Programmatic Definitions¹

Enrollment – The first day of attendance for a student in a district.

English Language Proficiency Assessment – ACCESS® (WIDA Consortium, Wisconsin Center for Education Research [WCER], University of Wisconsin-Madison, 1025 W. Johnson St., Suite 785, Madison, WI 53706).

Home Language – The language normally used in the home by the student and/or by the student's parents or legal guardians.

Language Background other than English – The home language of a student in preschool, kindergarten, or any of Grades 1-12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken by the student, the student's parents or legal guardians, or anyone who resides in the student's household.

Prescribed Screening Instrument – [WIDA Screener](#) (2016) for students in the second semester of Grade 1 or in Grades 2-12 (WIDA Consortium at the Wisconsin Center for Education Research [WCER]); or WIDA Screener for Kindergarten (2020) for students in kindergarten or the first semester of Grade 1 (WIDA Consortium at the Wisconsin Center for Education Research [WCER]); or if the state superintendent determines that exigent circumstances exist due to an issue related to the health and safety of students, and, as a result of such circumstances, students are participating in remote learning, then the prescribed screening instrument shall be a provisional screener identified by the state superintendent and posted on [ISBE's website](#).

If the superintendent determines that an exigent circumstance no longer exists before the annual English Language Proficiency exam, then all students given the provisional screener shall be screened using either the WIDA Screener or the WIDA Screener for Kindergarten. If a student is provisionally screened and takes the annual English Language Proficiency Assessment before having an opportunity to take the WIDA Screener, then the scores of the annual English Language Proficiency Assessment will serve as a prescribed screening instrument.

¹ These definitions may vary from SIS definitions. The agency refers districts to the [Data Elements and Validations webpage](#) for SIS-specific definitions.

Section 1. Identification Procedures including Home Language Survey, Screening, and Parent Notification

Home Language Survey

State and Federal Requirements

Federal Requirements

English learners are to be identified within 30 days of school enrollment, and the EL entrance procedures are to be standardized at the state level ([Every Student Succeeds Act](#), 20 U.S.C. § 6311(b)(2)(G); 20 U.S.C. § 6312(e)(3)(A)).

Illinois Definition of English Learners ([105 ILCS 5/14C-2](#))

English learners are: (1) children in grades preK-12 who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English; and (2) all children in grades preK-12 who were born in the United States of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary classwork in English.

Requirements of the HLS

To determine whether a student meets these criteria and needs additional screening, Illinois rules currently require the following questions to be asked:

1. Is a language other than English spoken in the student's home and, if so, which language?
2. Does the student speak a language other than English and, if so, which language?

There must be space for a parent signature and date immediately following these two questions and before any other questions that a district chooses to add to the HLS form ([23 Ill. Adm. Code 228.15](#)).

In general, if the answer is “yes” to either question, the student must then be screened for English language proficiency (ELP). It is only after the ELP screening that a determination of English learner status can be made.

The HLS must be maintained as part of the student’s temporary record and, if applicable, the student’s EL temporary record.

How to Implement and Interpret the HLS

All students newly enrolled in a district are required to complete a Home Language Survey. It is the first step in identifying potential ELs and determining who is eligible for legally required bilingual education services. Districts must have standardized procedures in place to ensure that families understand the HLS; this includes providing it in the home language of the family. Districts also need to have procedures in place to review and determine ELP screening eligibility for bilingual services.

Key Points in Creating a Standardized Process

1. Districts must administer the HLS to the parents/guardians of all newly enrolling preK-12 students in the district.
2. The HLS must be available and provided in the home language of the parents/guardians and in English. The district must maintain both versions of the HLS in the student's temporary file.
3. The district must have procedures to ensure that parents/guardians understand the HLS.
4. For online and paper registration, parent signature and date must immediately follow the required questions.
5. Online registrations must also be available in languages other than English and must be retained by the district.

Understanding the HLS Questions

Question	Purpose
1. Is a language other than English spoken in your home?	This question seeks to understand the languages that a student may be exposed to in the home. It is for identifying languages that are regularly used in the home as this can impact a student's language development. It is not used to identify occasional language use in the home, such as when someone visits or on a phone call.
2. Does your child speak a language other than English?	This question seeks to understand the language use of a student. This question is not looking for languages that a student learned through a school or community program but rather through exposure in the home or similar environments. It is not looking to identify students who only know/understand a few words or phrases of a language.

Note: Answering either question as "yes" does not mean that a student is an English learner but rather that a student is potentially an English learner and must be screened for English language proficiency. If a parent/guardian is unsure of how to respond, having a conversation with them to clarify the questions is appropriate.

Reviewing the HLS Prior to Screening

Prior to screening a student for English language proficiency, the Home Language Survey and previous student record need to be reviewed. Once a student is identified as an English learner in Illinois, the student retains that EL status until the student reclassifies.

For a student who has previously enrolled in an Illinois public school, their EL status needs to be checked in the state Student Information System (SIS) prior to updating the home/native language fields and screening. Once the student is enrolled, the district may use the Calculated EL Status Report (Details) in SIS to see the student’s current EL status.

Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details

This EL Status Report displays each student’s EL status. Students with a “Former EL,” “Never EL,” or “Former EL Pre-K Only” status do not need to be screened for English language proficiency. Students with the status of “Former EL,” “Never EL,” or “Former EL Pre-K Only” should be designated as “EL-No” in the SIS EL indicator record.

Demographic	Enrollments	Program Indicators	EL Information	Services	RTO
SID:					
Legal Last Name:		Legal First Name:			
Homeless		No			
21st Century Community Learning Centers		No			
IDEA Services		Yes			
Alternate Assessment (DLM-AA)		No			
Native Language		Spanish			
Home Language		Spanish			
English Learner (EL)		No			
Former EL		ACCESS: Attained English proficiency? Yes			

Students with a status of “Current EL” need to have their ACCESS assessment record and EL Screener record checked. The EL Screener record history is located in SIS on the Demographic tab.

Demographic Enrollments Program Indicators EL Information Services

SID:
Legal Last Name:

Date of Birth
Race/Ethnicity
Birth Place Name
EL Screener [View Details](#)
Seal of Biliteracy Awards

The student’s ACCESS assessment history can be viewed in the SIS Individual Student Reports under the Assessment Data and Scores selection.

SID :
Last Name :
First Name :
Date Of Birth :

Select Report Type :

- Demographics and Enrollment
- Assessment Data and Scores
- Course Assignment
- Outside Course Assignment
- Student Transfer Form
- Student Profile
- Student Profile (with page breaks)
- National Career Readiness Certificate (NCRC) 2-Page Certificate

If the student has taken ACCESS or been screened in the previous year and did not meet reclassification criteria, the student should be placed into EL programming and marked “EL-Yes” in SIS. Students who reclassified on the previous year’s ACCESS assessment should be marked “EL-No” in SIS and are not

placed into EL programming. If the student has not taken ACCESS or been screened in the previous year, they need to be rescreened and identified as “EL-Yes” or “EL-No” in the SIS EL record based on the screener results. If the student qualifies for EL services, the student needs to be placed into programming.

If the student has a status of “Current EL – Transition Incomplete,” these students were at some point identified as ELs and their EL Indicator was changed to “EL-No” without evidence of meeting reclassification requirements in SIS.

For students who have transferred from one district to another, if there are EL records such as an EL Screener or ACCESS scores from within the past 12 months, then the student should be placed appropriately. If there is a gap of more than 12 months in EL Screener or ACCESS data **and** a change in district, then the student should be screened following screening procedures.

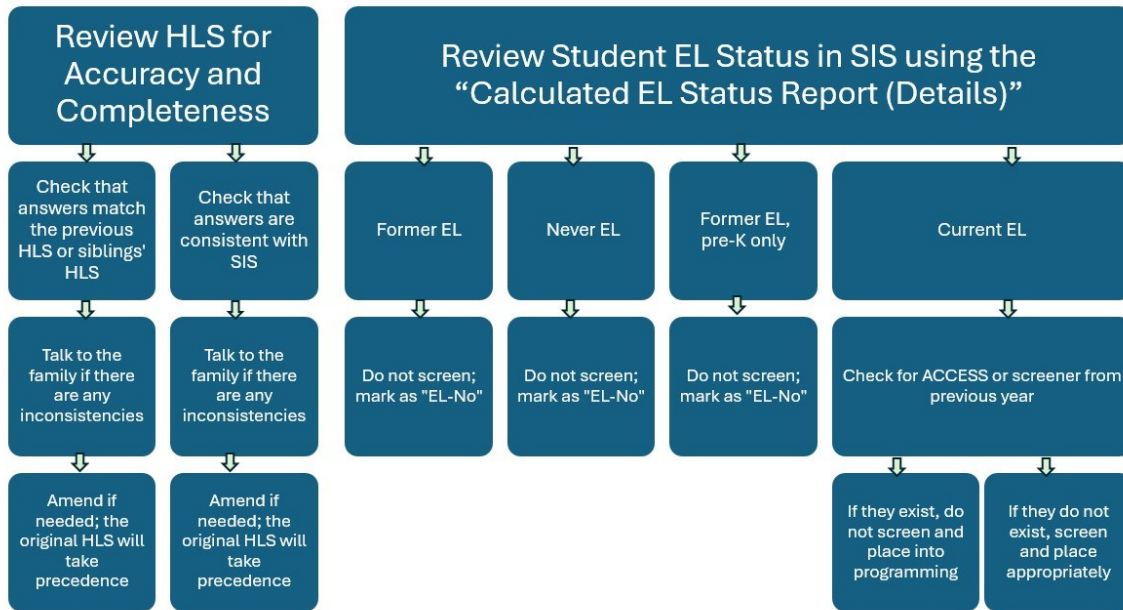
For students who have not transferred districts and whose last EL records were recorded in the same district but have changed schools, the student should have their EL Indicator turned to “EL-Yes,” and the student should receive services as appropriate.

For any questions or for support regarding “Current EL – Transition Incomplete” students, districts should contact multilingual@isbe.net.

Changes to the HLS or Suspected Errors

If the HLS responses from a previous district are different from the responses in the current district, or if it seems that the HLS has been completed incorrectly, the family should be contacted by the district for clarification and possible amendment. Amendments to an HLS should be noted and kept together in the student’s temporary folder.

Prior to Screening Flow Chart



1. Review the HLS for accuracy and completeness
 - a. Check that answers match the previous HLS or siblings' HLS
 - i. Talk to the family if there are any inconsistencies
 - ii. Amend if needed; the original HLS will take precedence
 - b. Check that answers are consistent with SIS
 - i. Talk to the family if there are any inconsistencies
 - ii. Amend if needed; the original HLS will take precedence
2. Review the Calculated EL Status Report (Details)
 - a. Former EL
 - i. Do not screen; mark as "EL-No"
 - b. Never EL
 - i. Do not screen; mark as "EL-No"
 - c. Former EL, pre-K only
 - i. Do not screen; mark as "EL-No"
 - d. Current EL
 - i. Check for ACCESS or screener from previous year
 1. If they exist, do not screen and place into EL programming
 2. If they do not exist, screen and place appropriately

Note: For more information about students with an EL Status of "Current EL – Transition Incomplete," please see page 24.

General Screening Information

Rules

Under [23 Ill. Adm. Code 228.15](#), districts shall administer an individual language proficiency assessment to each student identified via the Home Language Survey. This assessment shall take place within 30 days after a student's enrollment in a district to determine the student's eligibility for bilingual education services.

Assessment Administration

Refer to ISBE's webpage on [who can administer the ACCESS for ELLs, WIDA Screener, and WIDA Screener for Kindergarten](#).

Grade-Specific Screening Information

Refer to the table below for grade-specific information about which screener should be used to screen potential ELs. This table lists current screening requirements. For questions about previous years' screening requirements, please contact multilingual@isbe.net.

Grade	Screener	Cut Score
Prekindergarten/ages 3-5	Multiple vendors and procedures (23 Ill. Adm. Code 228.10)	Fluent English speaker as determined by the specific instrument's scoring criteria/rubric
First semester of kindergarten	WIDA Screener for Kindergarten (listening and speaking domains)	5.0 oral language proficiency
Second semester of kindergarten through first semester of first grade	WIDA Screener for Kindergarten (all domains)	5.0 overall composite
Second semester of first grade through 12th grade	WIDA Screener (required screener — online or paper)	5.0 overall composite

Determining the Appropriate Grade-Level Cluster for Screening Potential English Learners

The appropriate grade-level cluster form is determined by the student's current grade level and the time of year the screener is administered. WIDA recommends the option of administering a lower grade cluster form for students in the first semester of the first year in a grade-level cluster. For example,

students in the first semester of sixth grade may take the 4–5 grade cluster form. The Grades 6–8 form should be administered to students in their second semester of sixth grade through the first semester of ninth grade. ISBE follows this guidance.

This guidance also means that a student in the first semester of first grade should be given the WIDA Screener for Kindergarten.

Illinois guidance is based on WIDA’s recommendation and on the knowledge that students entering a new grade-level cluster have not yet been exposed to the language proficiency standards and subject matter content at the beginning of the school year. Students must not be administered a grade cluster test that is above the student’s current grade level.

Preschool-Age

Prescribed Screening Procedures

The guidelines for preschool prescribed screening procedures are defined in [23 Ill. Adm. Code 228.10](#). School districts are required to determine students' English language proficiency and identify students eligible to receive EL services for children entering preschool (ages 3 to kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12]). The prescribed screening procedures used by school districts determine a preschool student's level of English language proficiency (minimally in the domains of speaking and listening) and determine whether the student is eligible to receive bilingual education services. These procedures may include established screening instruments or other research-based procedures. Screening procedures shall at minimum:

- Be developmentally age- appropriate
- Be culturally and linguistically appropriate for the children being screened
- Include one or more observations using culturally and linguistically appropriate tools
- Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions)
- Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results
- Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition

Using Scores to Determine Placement

Districts should use the vendor-provided guidance for prescribed screening instruments to determine the English language proficiency of the students. Students who score below the level of a score equivalent to a fluent English speaker are eligible for EL services. All potential ELs identified with the Home Language Survey, regardless of the results of the prescribed screening procedures in preschool, need to be rescreened with the [WIDA Screener for Kindergarten](#) upon enrollment in kindergarten.

Training to Administer a Vendor’s Screening Instrument

Staff must be qualified to administer the preschool screening and follow guidance from the vendor on recommended training. Training for administering a specific vendor’s screening instrument can be found on their respective websites or in literature found in the instrument’s packaging.

Ordering a Vendor’s Screening Instrument

Consult a vendor’s website for information about ordering a commercial screening instrument. Some vendors that offer normed English language screeners for preschool-aged children are listed below:

- [Ballard and Tighe Pre-Individual Proficiency Test](#)
- [LAS Links/Data Recognition Corporation preLAS](#) (preschool language assessment scale)
- [Woodcock-Munoz Language Survey – English](#)

Kindergarten

Prescribed Screening Instrument

As of June 30, 2023, the [WIDA Screener for Kindergarten](#) must be used as a screener for students entering kindergarten and the first semester of first grade to determine their English language proficiency and to identify students eligible to receive EL services. Note: All students identified through the Home Language Survey, including students previously screened when enrolled in preschool, must be screened using the WIDA Screener for Kindergarten.

Using Scores to Determine Placement

Any child entering the first semester of kindergarten who is administered the [WIDA Screener for Kindergarten](#) and scores below a 5.0 oral language composite (speaking/listening) proficiency level is considered an EL and is eligible for EL services. A student entering the first semester of kindergarten who achieves a 5.0 or above in the oral language composite (speaking/listening) proficiency level is considered English proficient.

Training for the WIDA Screener for Kindergarten

The [WIDA Screener for Kindergarten](#) is to be administered by certificated instructional personnel (including bilingual teachers and English as a second language [ESL] teachers) and certificated non-instructional personnel (coordinators, program directors, school psychologists, speech and language therapists, assistant principals, principals, assistant superintendents, and superintendents) who have completed the [training module for WIDA Screener for Kindergarten administration](#) and passed the online quizzes.

Ordering WIDA Screener for Kindergarten

Educators will have the option to download a free PDF version of the WIDA Screener for Kindergarten from the [WIDA Secure Portal](#) or purchase hard copy kits from the [WIDA Store](#).

Grade 1 (Second Semester) Through Grade 12

The WIDA Screener, in online and paper format, is a placement test aligned to WIDA's standard setting. The online version will function similarly to the online version of ACCESS 2.0, using the [WIDA Assessment Management System](#) (AMS) webpage and Data Recognition Corp. (DRC) software components. However, the online system will only score the listening and reading domains. Writing and speaking will be scored by local district staff. The online WIDA Screener is available at no cost to Illinois districts. The paper version is available for purchase in the [WIDA Store](#). Information about trainings for the WIDA Screener can be found on the [WIDA webpage](#).

Illinois uses WIDA Screener for Kindergarten for screening in kindergarten and the first semester of first grade.

Prescribed Screening Instrument

As of June 30, 2023, the screening tool for the second semester of first grade through Grade 12 is the WIDA Screener.

Using Scores to Determine Placement

If the WIDA Screener is administered, a score of 5.0 overall composite is the minimum proficiency level required to demonstrate English proficiency and not qualify for English learner services. Students scoring below a 5.0 overall composite meet the criteria for an English learner designation and qualify for English learner services.

Training for WIDA Screener Test Administration

The WIDA Screener is to be administered by certificated instructional personnel (teachers, including bilingual teachers and ESL teachers) and certificated non-instructional personnel (coordinators, program directors, school psychologists, speech and language therapists, assistant principals, principals, assistant superintendents, and superintendents) who have completed the WIDA Screener training through the WIDA Secure Portal and passed the online quizzes.

How to get the WIDA Screener

The WIDA Screener is available either online or on paper. The WIDA Screener Online is used via [WIDA AMS](#) and DRC Insight. It is built into ACCESS 2.0 software and functions similarly. That software may be downloaded at no cost from the [WIDA AMS](#) website. An account is required. A paper version of the WIDA Screener may be purchased from the [WIDA Store](#).

Timeline for Screening

The timeline for English learner screening as defined in [23 Ill. Adm. Code 228.15](#) for K-12 students is within 30 days after the student's enrollment in the district. For preschool programs, English learner screening shall take place after the student commences participation in the program.

Evaluating the Home Language Survey to Determine a Student’s EL Screening Needs

If either of the two required questions on the HLS is “yes,” then the student must be screened for eligibility for EL services. The following rubric can help districts determine whether screening is appropriate.

Scenario	Question 1: Is a language other than English spoken in your home?	Question 2: Does your child speak a language other than English?	Administer Screener (Y/N)	Reason for Determination
1	English or American Sign Language (ASL)	English or ASL	N	Responses are all English or ASL
2	English or ASL	Language other than English or ASL	Y	Potential impact of a language other than English (Q2)
3	Language other than English or ASL	English or ASL	Y	Potential impact of a language other than English (Q1)
4	Language other than English or ASL	Language other than English or ASL	Y	Potential impact of a language other than English (Q1 & Q2)

Exemptions to the Required Screening of Students with a Language Other than English

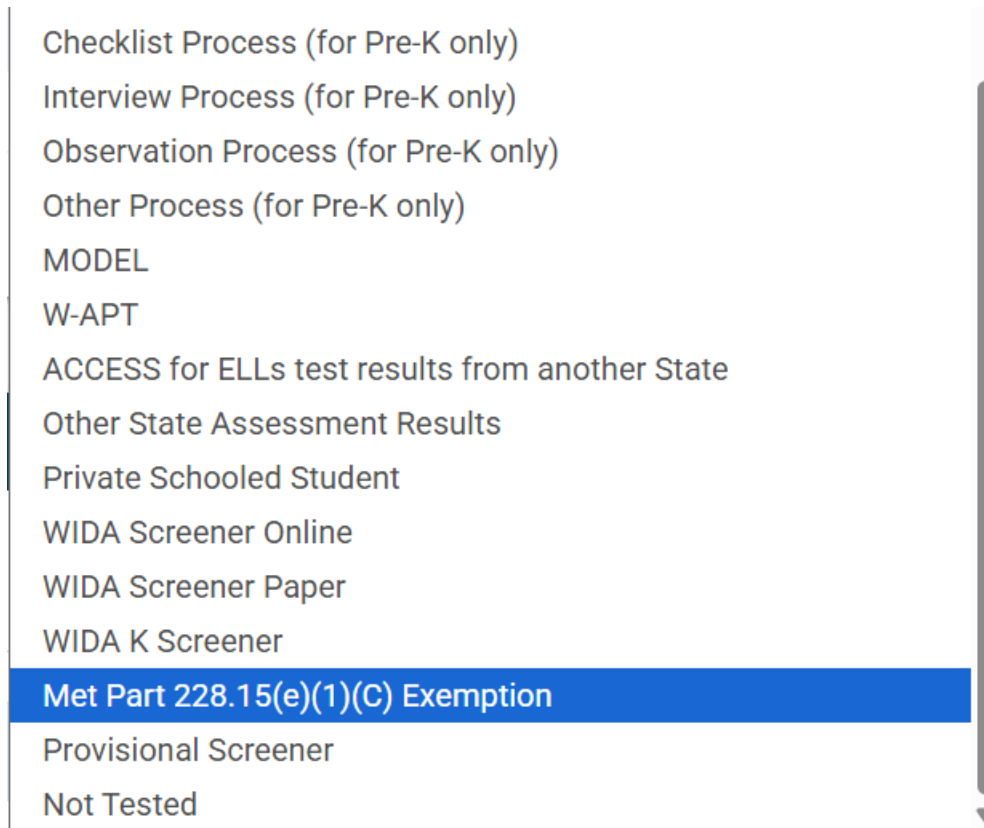
Illinois Administrative Code ([23 Ill. Adm. Code 228.15\(e\)](#)) outlines when students do not need to be screened for English Language Proficiency. Each exemption is outlined below.

Exemption 1

Some students transfer into an Illinois public school for the first time after attending school in another U.S. state. Students who are transferring into an Illinois public school district for the first time after they have become eligible to participate in statewide assessments — typically third grade — may meet the screening exemption criteria. To meet the exemption criteria, all criteria listed here must be met:

1. The student must reside in a home where a language other than English is spoken; **and**
2. The student was not identified as an English learner in the previous district; **and**
3. The student did not receive EL services in the last school year; **and**
4. The student has met state standards in reading and math on the most recent state assessment or on a nationally normed assessment.

Students who meet these requirements do not need to be screened; on the SIS EL Screener tab option, indicate “Met Part 228.15(e)(1)(C) Exemption,” and the answer to the question “Was the student determined EL?” is “No.”



Exemption 2

Some students transfer from another WIDA Consortium state where the student has been screened and identified as an EL and/or has taken an ACCESS exam. If the student has met the Illinois reclassification criteria on ACCESS or on the screener in any previous year, the student does not need to be rescreened and can be designated as “EL-No.” On the EL Screener tab, either the appropriate

screeener or “ACCESS for ELLs Test Results from another State” option should be selected, and the answer to “Was the student determined EL?” is “No.”

If the student has taken the ACCESS test or been screened in the past year and did not meet Illinois reclassification/proficiency criteria, the student is placed into programming and does not need to be screened. On the EL Screener tab, either the appropriate screener or “ACCESS for ELLs Test Results from another State” option should be selected, and the answer to “Was the student determined EL?” is “Yes.”

If the student has not been screened or taken the ACCESS test in the past year and has not met Illinois reclassification criteria in any prior year, the student will need to be screened and placed appropriately after screening.

Note: The student must have met Illinois’ requirements for reclassification using ACCESS or the WIDA Screener.

Scenarios to Assist Districts with Determining When to Screen a Student

Scenario	Result
<p>Manuel, a newcomer from Guatemala, has moved into your district. The student has been out of school for six months and is 7 years old. Parents answer the HLS with Yes-Spanish, Yes-Spanish. The student has no previous records available.</p>	<p>The district will screen the student. The answer to either question with a yes indicates a potential impact of a language other than English on the student’s English language development. Depending on the screener result, the student may be eligible for EL services in Illinois.</p>
<p>Val is a new student to the district and is 5 years old. The student registered in November and has never attended school prior to kindergarten. The parents answer Yes-Russian, No on the HLS.</p>	<p>The district will screen the student. The answer to either question with a yes indicates a potential impact of a language other than English on the student’s English language development. Depending on the screener result, the student may be eligible for EL services in Illinois.</p>
<p>Nathanial, Grade 5, transfers to your district from another Illinois school district.</p> <p>The HLS is marked No-Yes, Spanish. This is different than what is listed in SIS. The temporary file from the previous school district has the original HLS marked No, No. This matches what is in SIS.</p>	<p>The district will talk with the parent about why there is a difference in answers. Depending on the conversation, the student may need to be screened, or the HLS may need to be amended to match the original.</p>

Scenario	Result
<p>Phoebe enrolls in kindergarten in the district in December. She is coming from Florida where she was enrolled in kindergarten.</p> <p>The student’s parents complete the HLS Yes-French, Yes-French. The district received the student’s temporary file. The Florida district screened the student in August. She scored a 4.5 overall oral proficiency. She was found not eligible for services in her previous district.</p>	<p>The student is from a WIDA state. Illinois accepts the screener and ACCESS assessment Florida uses. Illinois has a minimum criterion of 5.0 for oral language proficiency.</p> <p>The student’s screener was administered within the past year and had a score of 4.5 overall. No screening is necessary.</p> <p>Phoebe is eligible for EL services in Illinois based on the Florida results.</p>
<p>Filip enrolls in Grade 10 in the district from Texas, where he has lived since he entered school. The student’s parents completed the HLS as Yes-Spanish, Yes-Spanish. The district contacts the Texas district, and the Texas district sends digital records that include TELPAS results that the student achieved proficiency in fifth grade in his previous district.</p>	<p>Filip is from a non-WIDA state. Illinois does not recognize ELP results from a state that does not use WIDA screeners and ACCESS assessments. The results from the TELPAS can be used for background knowledge of the student, but not for determination.</p> <p>The district will screen the student. Depending on the screener result, Filip may be eligible for EL services in Illinois.</p>
<p>Mayte enrolls in Grade 2 in the district from a nearby Illinois district. The student’s parents have completed the HLS with a No, No. The district checks the student’s cumulative folder and in SIS to discover that the student is an EL and has an EL record of receiving services in the previous school. The student has a Kindergarten ACCESS result (2.8 overall), which indicates that she continues to qualify for services.</p> <p>The student was screened in kindergarten and qualified for services but did NOT take ACCESS in first grade. The original HLS from the cumulative (temporary) file indicates Yes-Spanish, No.</p>	<p>Consultation with the parent regarding the change in HLS and EL record revealed that the student is an English learner.</p> <p>The student does not have a valid screener or ACCESS within the last 12 months and has transferred to another school district.</p> <p>The receiving school district must screen the student.</p> <p>Depending on the screener result, Mayte may continue to be eligible for EL services in her new district.</p>

Scenario	Result
<p>Sol enrolls in Grade 6 from another Illinois district. The student’s parents have completed the HLS as No, Yes-Spanish.</p> <p>The district checks the student’s temporary folder and in SIS to discover that the student has never been identified as an EL and does not have an EL record.</p> <p>The initial HLS was No, No.</p>	<p>Consultation with the parent regarding the change from the original HLS reveals that the parents marked yes because Sol took a world language Spanish class at her previous school. Parents amend the HLS, and the district keeps both on file with an explanation as to why it was updated.</p> <p>The student does not get screened and is not an EL.</p>
<p>Steven enrolls in Grade 9 at an Illinois public school for the first time. The student’s parents have completed the HLS as Yes-Polish, Yes-Polish. He is transferring from a private school in Illinois in which he never received EL services. In 8th grade he took the Pre-ACT at his school and showed that he was proficient in reading and math.</p>	<p>The student meets the exemption criteria:</p> <ol style="list-style-type: none"> 1. Student resides in a home that has another language other than English 2. Student has NOT been previously identified as an EL 3. Student NEVER received services previously 4. Student demonstrated proficiency on a nationally normed assessment <p>This student does not need to be screened.</p>

Summary

Prior to entering HLS information into SIS, the HLS needs to be reviewed for accuracy. Districts need to verify:

1. There are no data mismatches on the HLS. For example:
 - a. A response of “no” with a language other than English listed
 - b. A response of “yes” with English listed
 - c. A change in response from one school district to another
 - d. A change in response from one sibling to another
 - e. In the case of data mismatches, the family needs to be contacted and, if needed, corrections made.
2. The HLS has been signed and dated by the parents/guardians and both questions are complete.
3. The student’s EL Status in SIS. For students who have previously enrolled in an Illinois public school:
 - a. After enrolling the student, run the Calculated EL Status Report (Details) in SIS

- i. Students who are “Never EL,” “Current EL,” “Former EL Pre-K Only,” or “Former EL” do not need to be rescreened. Verify that the information on the HLS matches what is in SIS; if not, contact the family.
 1. Students who are enrolling in kindergarten for the first time, regardless of EL status in SIS, will need to be screened if the pre-K or kindergarten HLS indicates a language other than English.
 2. Current ELs, who maintain the status of “EL-Yes,” are placed in programming, and notification letters are sent to the parents/guardians
 3. Never ELs, Former ELs – Pre-K Only, and Former ELs should all be entered as “EL-No”
- ii. Do not update the SIS Native Language codes for a Current EL unless it is to another language other than English, even if the HLS has changed and the new information is valid. The Native Language code for Current ELs must be a language other than English.
- iii. Students who have an EL Status of “Current EL – Transition Incomplete” were at some point identified as an EL and their EL Indicator was changed to “EL-No” without evidence of meeting reclassification requirements in SIS.
 1. For students who have transferred from one district to another:
 - a. If there are EL records such as an EL Screener or ACCESS scores from within the past 12 months, then the student should be placed appropriately.
 - b. If there is a gap of more than 12 months in EL Screener or ACCESS data **and** a change in district, then the student should be screened following screening procedures.
 2. For students who have not transferred districts and whose last EL records were recorded in the same, current district, the student should have their EL Indicator turned to “EL-Yes,” and the student should receive services as appropriate.
 3. For any questions or for support regarding “Current EL – Transition Incomplete” students, districts should contact multilingual@isbe.net.

Once the district has ensured that the HLS has been completed correctly, the next steps depend on the responses to the HLS.

For the majority of students, the following will apply. Refer to the [Scenarios](#) section for situations that may vary from the norm.

If a parent/guardian responds with “yes” to either/both questions on the HLS **and** this is the student’s initial enrollment in a public school, the following will occur:

- The student is now a potential EL, and the student may need to be screened.
- The language other than English listed on the HLS is entered in the Native language field in SIS.
 - This will cause the EL Screener tab to open in SIS.
 - Refer to the [SIS Data Entry](#) section for more information

If a parent/guardian responds with “no” to both questions on the HLS **and** this is the student’s initial enrollment in an Illinois public school, the following will occur:

- The district will **NOT** complete any EL records in SIS.
- The student will be flagged as "Never EL."
- The Native Language and Home Language fields will be entered as “English.”

Parent Notification and Timeline

Districts must provide written notification to parents of EL students each year that they enroll in a Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI) in compliance with state and federal regulations. [ISBE-provided template letters](#), available to all districts, incorporate Title III and Illinois School Code requirements and are translated into multiple languages.

A district may choose to develop their own letter that incorporates all requirements found in Section 14C-4 of the Illinois School Code ([105 ILCS 5/14C-4](#)). Districts may also edit and adjust the ISBE notification letter templates to ensure that descriptions of programming match district offerings. Districts are responsible for ensuring that parents are notified in English and the language that was indicated on the Home Language Survey.

In order to align state statute with federal law, recent updates to the law ensure students remain in EL services until they meet the English proficiency requirement. The Illinois School Code ([105 ILCS 5/14C-3](#)) has been amended to remove the obligation to get parental permission for students to continue receiving EL services beyond three years. The revised statute now states:

"Every school-age English learner not enrolled in existing private school systems shall be enrolled and participate in the program in transitional bilingual education established for the classification to which he belongs by the school district in which he resides until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English.

An examination in the oral language (listening and speaking), reading, and writing of English, as prescribed by the State Board, shall be administered annually to all English learners enrolled and participating in a program in transitional bilingual education. No school district shall transfer an English learner out of a program in transitional bilingual education unless the child has received a score on said examination which, in the determination of the State Board, reflects a level of English language skills appropriate to his or her grade level."

As of Jan. 1, 2026, districts are no longer required to issue separate enrollment letters for students receiving services for one to three years and those continuing beyond three years. This change streamlines the administrative processes for notifying parents of placement/enrollment and reclassification of EL students.

Districts must send notification letters to parents of EL students who participate in language instruction programs no later than 30 days after the beginning of each school year. Districts must notify parents every year in which EL students participate in a language instruction program. When a student is identified as EL after the start of the school year, the districts must send a notification letter to the student's parents within 14 days of the child being placed in a language instruction program.

Notification letters must be sent annually to parents who have refused/withdrawn their students from EL services. This ensures that parents are aware of their student's continued eligibility and the programming that is available to the student. This letter can indicate that the parents have refused services. Parents do not have to refuse services annually.

Parent Notification Letter

The following notification letters are located on the [ISBE Placement webpage](#):

- Notification letters for prekindergarten students
- Notification letters for parents of students enrolled in the program
- Exit letters for students who exit a TBE/TPI program
- Exit letters for students enrolled in a dual language program





To compile the parent notification packet:

- Click on the appropriate language to display the letters
- Select the appropriate parent notification letter
- Mail letters to the parent





Albanian
Amharic
Arabic
Assyrian
Bengali
Bosnian
Bulgarian
Burmese
Cambodian
Chinese (Simplified)
Chinese (Traditional)
Czech
English
Farsi
French

ENGLISH

◦ EXIT NOTIFICATION LETTERS

- Exit letter for students in TBE/TPI program (PDF) 
- Exit letter for students in TBE/TPI program (Word) 
- Exit letter for students in Dual Language (PDF) 
- Exit letter for students in Dual Language (Word) 

◦ PARENT NOTIFICATION LETTERS





- K-12 Parent Notification Letter (PDF) 
- K-12 Parent Notification Letter (Word) 
- Pre-Kindergarten Parent Notification Letter (PDF) 
- Pre-Kindergarten Parent Notification Letter (Word) 

Section 2: Data Submission in ISBE’s Student Information System

Accurate coding of ELs in SIS begins with local registration and enrollment processes that collect and review student information before it is entered into the system.

For more general support on local data action plans, refer to additional resources (Data Action Plan Process, Data Action Plan Template, Data Management Best Practices One Pager, and Data Validation Best Practices One Pager) on the [ISBE Data Reporting and Collections webpage](#).

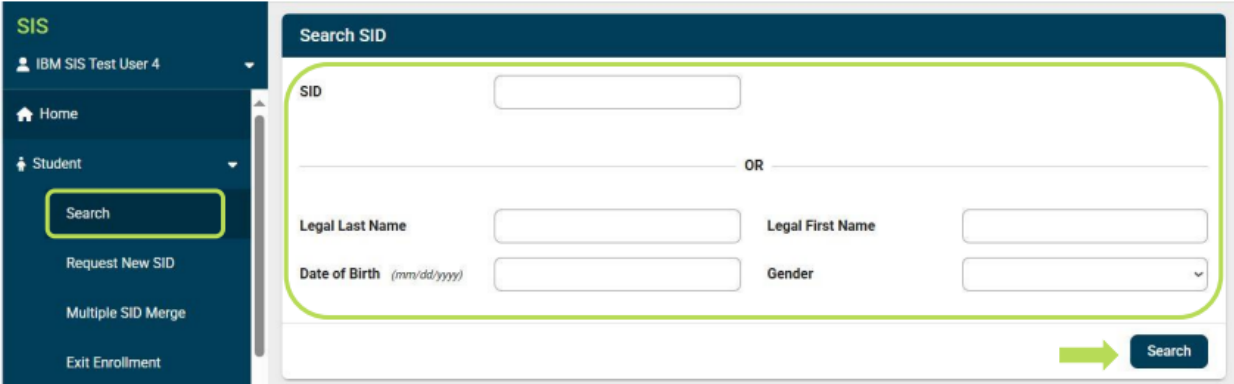
RESOURCES

- [Data Action Plan Process](#) 
- [Data Action Plan Template](#) 
- [Data Management Best Practices One Pager](#) 
- [Data Validation Best Practices One Pager](#) 

SIS Data Entry

SIS Sections for All Students

To find a student, click on “Search” from the SIS home screen and enter either the SID for the student or the identifying information (legal last name, legal first name, date of birth, and gender).



The screenshot shows the SIS interface for searching a student. On the left is a dark blue sidebar with the 'SIS' logo at the top, followed by the user 'IBM SIS Test User 4'. Below are navigation options: 'Home', 'Student' (with a dropdown arrow), 'Search' (highlighted with a green box), 'Request New SID', 'Multiple SID Merge', and 'Exit Enrollment'. The main content area is titled 'Search SID' and contains a search form. The form has a 'SID' input field at the top. Below it is an 'OR' separator. The form is divided into two columns: the left column has 'Legal Last Name' and 'Date of Birth (mm/dd/yyyy)' input fields; the right column has 'Legal First Name' and 'Gender' input fields. A green arrow points to a 'Search' button at the bottom right of the form.

Once the search is complete, choose the student by clicking on “Select” on the bottom right-hand side of the screen.

< Back To Search

Search SID - Potential Match Summary

Search Criteria:

SID	Last Name	First Name	DOB	Gender
12345678901	Test			

Search Results: 1 potential student matches found.

SID	Last Name	First Name	Middle Name	DOB	Gender	Race/Ethnicity	Birth Place Name	Native Language	Action
12345678901	Test	Student		09/10/2007	Female	Caucasian		English	Select

The student’s historical and current education record will show. The Enrollments tab will show all of the student’s Illinois public school enrollments. To add the student to the district, click “Add Enrollment” on the bottom right-hand portion of the screen.

Demographic **Enrollments** Program Indicators CCR Services RTO

SID: 12345678901
 Legal Last Name: Test Legal First Name: Student Legal Middle Name:


Enrollments 1 2

Enrollment has been exited

School Year for Serving	2026	RCDTS for Home	123456789012345
Enrollment Type for Serving	Re-entry to the same school	RCDTS for Serving	123456789012345
Entry/Grade Level for Serving	12 - Grade 12	Percent of Day Attended (PDA)	0.50
Enrollment Date for Serving	07/11/2025	Tuition Received	No
Exit Date	08/25/2025	Dual Language	Not A Participant in Dual Language Program
Exit Status	Permanent	Language of Instruction	
Exit Type	Moved Out of the United States		

Collections

Student Course Assignment	View Details	Student Attendance	View Details
Discipline	View Details		
Homeless			
504 Plan	View Details	Demographics by Enrollment	View Details

 [Add Enrollment](#) [Edit Enrollment](#)

On the next screen, enter the “RCDTS for Home.” This is the home school information for the student. The “RCDTS for Serving” section must also be completed. This information indicates where a student will be receiving services.

The “Details” section must also be completed. This includes fields for “Enrollment Date for Serving,” “Enrollment Type for Serving,” “Entry/Grade Level for Serving,” “School Year for Serving,” “Percent of Day Attended,” “Tuition Received,” and “Dual Language.”

After this information is added, click “Next” in the bottom right portion of the screen.

Search SID - New Enrollment Information

Last Name : 12345678901 First Name : Test Middle Name : Student

RCDTS for Home

Region : ISBE ROE Category : Public Districts District : ISBE Test District

RCDT : 96765432101 School : -- Select a School --

RCDTS for Serving

Same as Home RCDTS

Enter the 15 digit Serving RCDTS code

Select Region, Category, District and School

Region : -- Select a Region --

Category :

District / Entity :

School :

Details

Enrollment Date for Serving (mm/dd/yyyy)

Enrollment Type for Serving


Entry/Grade Level for Serving

School Year for Serving 2025 - 2026

Percent of Day Attended (PDA)

Tuition Received Yes No

Dual Language

 **Next**

The district will need to review the enrollment information before confirming the request for a new enrollment. Once the information is confirmed, click “Submit.”

Review

Please review the student enrollment information before confirming your request for a new Enrollment.

Student Enrollment			
RCDS for Home	123456789012345	RCDS for Serving	123456789012345
Enrollment Date for Serving	08/25/2025	Enrollment Type for Serving	Re-entry to the same school
Entry/Grade Level for Serving	12 - Grade 12	School Year for Serving	2026
Percent of Day Attended (PDA)	.5	Dual Language	Not A Participant in Dual Language Program
Tuition Received	No	Language Of Instruction	

Change Enrollment

Program Indicators			
Homeless	No	Private School Student	No
21st Century Community Learning Centers	No	Migrant	No
IDEA Services	No	Free or Reduced Price Lunch (FRL) / Low Income	No
Alternate Assessment (DLM-AA)	No	Title 1	Not a Participant in Title I Program
Native Language	English	Supplemental Educational Services (SES)	No
Home Language	English	Military Connected Student	No
English Learner (EL)	No	Reading Improvement Block Grant - Optional	No
Reading 1st - Optional	No		

Change Program Indicators

Immigrant Student Program - Optional			
Eligible			
Country Of Birth	United States of America	Date First Enrolled in a U.S School	
Months Gone - Optional			

Submit


Native Language Field in SIS

The Home Language Survey questions do not directly align with the Native Language or Home Language fields in SIS. If the student has a language other than English identified on the HLS for either question, the non-English language **must** be entered in the Native Language field. If there are two different non-English languages listed on the HLS, the language listed for the student is entered in the Native Language field.

Program Indicators

SID: 12345678901
 Legal Last Name: Test Legal First Name: Student Legal Middle Name:

Homeless	<input type="radio"/> Yes <input checked="" type="radio"/> No	Private School Student	<input type="radio"/> Yes <input checked="" type="radio"/> No
21st Century Community Learning Centers	<input type="radio"/> Yes <input checked="" type="radio"/> No	Migrant	<input type="radio"/> Yes <input checked="" type="radio"/> No
IDEA Services	<input type="radio"/> Yes <input checked="" type="radio"/> No	Free or Reduced Price Lunch (FRL) / Low Income	<input type="radio"/> Yes <input checked="" type="radio"/> No
Alternate Assessment (DLM-AA)	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Native Language	<input type="text" value="English"/>	Title I	<input type="text" value="Not a Participant in Title I Program"/>
Home Language	<input type="text" value="English"/>	Supplemental Educational Services (SES)	<input type="radio"/> Yes <input checked="" type="radio"/> No
English Learner (EL)	<input type="radio"/> Yes <input checked="" type="radio"/> No	Military Connected Student	<input type="radio"/> Yes <input checked="" type="radio"/> No
Reading 1st - Optional	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Reading Improvement Block Grant - Optional	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Immigrant Student Program - Optional			
Country Of Birth	<input type="text" value="United States of America"/>	Date First Enrolled in a U.S. School	<input type="text"/>
Months Gone - Optional ⓘ	<input type="text"/>		

 [Next](#)

Home Language Field in SIS

The district can list any other languages listed on the HLS (if there are more than one) or match the language listed in the Native Language field.

Program Indicators

SID: 12345678901

Legal Last Name: Test

Legal First Name: Student

Legal Middle Name:

Homeless	<input type="radio"/> Yes <input checked="" type="radio"/> No	Private School Student	<input type="radio"/> Yes <input checked="" type="radio"/> No
21st Century Community Learning Centers	<input type="radio"/> Yes <input checked="" type="radio"/> No	Migrant	<input type="radio"/> Yes <input checked="" type="radio"/> No
IDEA Services	<input type="radio"/> Yes <input checked="" type="radio"/> No	Free or Reduced Price Lunch (FRL) / Low Income	<input type="radio"/> Yes <input checked="" type="radio"/> No
Alternate Assessment (DLM-AA)	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Native Language	<input type="text" value="English"/>	Title I	<input type="text" value="Not a Participant in Title I Program"/>
Home Language	<input type="text" value="English"/>	Supplemental Educational Services (SES)	<input type="radio"/> Yes <input checked="" type="radio"/> No
English Learner (EL)	<input type="radio"/> Yes <input checked="" type="radio"/> No	Military Connected Student	<input type="radio"/> Yes <input checked="" type="radio"/> No
Reading 1st - Optional	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Reading Improvement Block Grant - Optional	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Immigrant Student Program - Optional			
Country Of Birth	<input type="text" value="United States of America"/>	Date First Enrolled in a U.S. School	<input type="text"/>
Months Gone - Optional	<input type="text"/>		



Next

Country of Birth

The Country of Birth field is completed for all students and is required for federal reporting; it is not used to determine immigration status. Districts can use “Birth Place Name” to update the country of birth to reflect what is listed on the Program Indicators tab. The Country of Birth can also be edited within the Program Indicators tab.

The image shows a web interface for updating student demographics. At the top, there are navigation tabs: Demographic, Enrollments, Program Indicators, EL Information, Services, and RTO. The 'Demographic' tab is selected and highlighted with a yellow box. Below the tabs, a message states: "A new SID has been assigned. SID: 755417331". Below this, student information is displayed: Legal Last Name: Tester, Legal First Name: Test, Legal Middle Name: (blank), Date of Birth: 12/11/2013, Gender: Female, Race/Ethnicity: White, and Student Lineage (Jr, (blank). A modal window titled "Update Student Demographic" is open in the foreground. It contains the following fields: SID (755417331), Local Student ID (text input), Last Name (Tester), First Name (Test), Middle Name (text input), Date of Birth (12/11/2013), Gender (radio buttons for Female, Male, Non-Binary), Lineage (dropdown menu), Race (White), Mothers Maiden Name (text input), and Birth Place Name (text input, highlighted with a yellow box). At the bottom of the modal are "Close" and "Submit" buttons. In the background, an "Edit" button is also highlighted with a yellow box.

Demographic	Enrollments	Program Indicators	EL Information	Services	RTO
SID: 755417331					
Legal Last Name: Tester		Legal First Name: Test		Legal Middle Name:	
Homeless	No	Private School Student	No		
21st Century Community Learning Centers	No	Migrant	No		
IDEA Services	No	Free or Reduced Price Lunch (FRL) / Low Income	No		
Alternate Assessment (DLM-AA)	No				
Native Language	Gaelic (Irish)	Title 1	Schoolwide Title I Program		
Home Language	Gaelic (Irish)	Supplemental Educational Services (SES)	No		
English Learner (EL)	Yes	Military Connected Student	No		
Never EL					
Reading 1st - Optional	No	Reading Improvement Block Grant - Optional			
Immigrant Student Program - Required To Exit					
Eligible	Yes				
Country Of Birth	Ireland	Date First Enrolled in a U.S. School	08/01/2025		
Months Gone - Optional	i				
					Edit

First Year in U.S. School

“Date First Enrolled in a U.S. School” indicates the first year a student enrolled in a U.S. school, not just an Illinois school. All students should have this field completed, not only potential English learners.

Program Indicators

SID: 12345678901

Legal Last Name: Test

Legal First Name: Student

Legal Middle Name:

Homeless	<input type="radio"/> Yes <input checked="" type="radio"/> No	Private School Student	<input type="radio"/> Yes <input checked="" type="radio"/> No
21st Century Community Learning Centers	<input type="radio"/> Yes <input checked="" type="radio"/> No	Migrant	<input type="radio"/> Yes <input checked="" type="radio"/> No
IDEA Services	<input type="radio"/> Yes <input checked="" type="radio"/> No	Free or Reduced Price Lunch (FRL) / Low Income	<input type="radio"/> Yes <input checked="" type="radio"/> No
Alternate Assessment (DLM-AA)	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Native Language	<input type="text" value="English"/>	Title 1	<input type="text" value="Not a Participant in Title I Program"/>
Home Language	<input type="text" value="English"/>	Supplemental Educational Services (SES)	<input type="radio"/> Yes <input checked="" type="radio"/> No
English Learner (EL)	<input type="radio"/> Yes <input checked="" type="radio"/> No	Military Connected Student	<input type="radio"/> Yes <input checked="" type="radio"/> No
Reading 1st - Optional	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Reading Improvement Block Grant - Optional	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Immigrant Student Program - Optional			
Country Of Birth	<input type="text" value="United States of America"/>	Date First Enrolled in a U.S. School	<input type="text"/>
Months Gone - Optional	<input type="text"/>		

 [Next](#)

SIS Tab – Demographic

The SIS Demographic tab includes the following information:

Race/Ethnicity

The Race/Ethnicity field must be completed for all students regardless of EL status.

The screenshot shows the 'Request New SID' form with the following fields:

- Legal Last Name
- Legal First Name
- Legal Middle Name
- Date of Birth (mm/dd/yyyy)
- Gender
- Race/Ethnicity (highlighted with a green box, with a dropdown menu open showing options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, Two or More Races, White)
- Student Lineage - Optional
- Birth Place Name - Optional
- Mother's Maiden Name - Optional

EL Screener

The EL Screener tab only opens when a language other than English has been indicated in the Native Language tab. Refer to the [SIS Tab – EL Screener](#) section for detailed information on fields and options.

The screenshot shows the SIS Demographic tab for a student with SID: 123456789. The student's information is as follows:

Field	Value
Legal Last Name	Test
Legal First Name	Student
Legal Middle Name	
Date of Birth	01/30/2010
Gender	Male
Race/Ethnicity	Two or More Races
Student Lineage (Jr, II)	
Birth Place Name	Springfield
Mother's Maiden Name	
EL Screener	View Details (indicated by a green arrow)
Seal of Biliteracy Awards	
Student Address	View Details
Gifted and Accelerated	View Details

An 'Edit' button is located at the bottom right of the form.

< Back To Demographic

EL Screener Data

SID: 123456789
 Legal Last Name: Test Legal First Name: Student Date Of Birth: 01/30/2010 Home RCDTS: 123456789012345

EL Screener record updated successfully.

1

EL Screener

Screener Test	WIDA K Screener	Tested Home RCDTS	123456789012345
Test Date	08/03/2025	Grade Tested	Kindergarten
Semester	Semester 1		

Seal of Biliteracy Awards

The Seal of Biliteracy Awards section applies only to high school students who have earned the Seal. Visit the [Illinois State Seal of Biliteracy webpage](#) for more information.

Search by student – Demographic tab – select Seal of Biliteracy ‘View Details.’

ILLINOIS STATE BOARD OF EDUCATION Helpful Resources Contact Technical Support

SIS

IBM SIS Test User

Home

Student

Search

Request New SID

Multiple SID Merge

Exit Enrollment

< Back To Search

Demographic Enrollments Program Indicators CCRI Information Services RTO

SID: 123456789
 Legal Last Name: Test Legal First Name: Student Legal Middle Name:

Date of Birth 09/02/2003 Gender Female

Race/Ethnicity Two or More Races Student Lineage (Jr, II)

Birth Place Name Mother's Maiden Name

EL Screener Student Address View Details

Seal of Biliteracy Awards View Details Gifted and Accelerated View Details

Enter Seal of Biliteracy data and Select 'Submit.'

Add Seal of Biliteracy Award

Seal Or Commendation

Language of Award

Method of Demonstrating English Proficiency

Method of Demonstrating Proficiency in Language Other than English

Close



Seal of Biliteracy Award successfully inserted – select 'Close.'

Add Seal of Biliteracy Award

Seal of Biliteracy Award Record Inserted Successfully.


Seal Or Commendation

Language of Award

Method of Demonstrating English Proficiency

Method of Demonstrating Proficiency in Language Other than English

Close



[Back To Demographic](#)

Seal of Biliteracy Award

SID: 123456789
 Legal Last Name: Test Legal First Name: Student Legal Middle Name:

Note: You may Add/Delete Seal of Biliteracy Awards data until 09/15/2025

RCDT for Home: 12345678901

SNo	Seal of Biliteracy Award	Language of Award	Method of Demonstrating English Proficiency	Method of Demonstrating Other Than English Proficiency	
1	Commendation	Spanish	Meets or exceeds in ELA on SAT.	ACTFL Intermediate High on ISBE approved assessment.	<input type="button" value="Delete"/>

SIS Tab – EL Screener

Screening information is entered only for students who have been identified as a "potential EL" based on Home Language Survey results. Refer to the [Home Language Survey section](#) and/or [FAQ](#) for more information regarding the completion and determination of potential ELs from the HLS.

Completion of the EL Screener tab is required for students for whom another language was indicated on the HLS as it contains information about the identification of EL students. This tab will open upon entry of a language other than English in the Native Language field in SIS. This tab indicates which screener was used for determining eligibility as well as the results of screening and whether a student met proficiency. Districts will choose "Edit" to enter new screener information.

< Back To Demographic

EL Screener Data

SID: 123456789
Legal Last Name: Test Legal First Name: Student Date Of Birth: 01/30/2010 Home RCDS: 123456789012345

EL Screener

Screener Test	Tested Home RCDS	123456789012345					
Test Date	Grade Tested						
Semester							
	Listening	Speaking	Reading	Writing	Composite Literacy	Composite Oral	Overall
Raw Score / Level	NA						
Proficiency Level							
Was the student determined EL?							

Add New Edit

EL Screener Fields

The "Screener Test," "Test Date," "Semester," "Grade Tested," and "Was the student determined EL?" fields are required. The "Raw Score/Level" and "Proficiency Level" fields are recommended but not required.

Students who were identified for screening in pre-K must be rescreened upon enrollment in kindergarten, regardless of eligibility in pre-K. Potential ELs are not required to be screened **and are NOT** placed in EL services if the following are true:

- The student was screened in another district in Illinois and met ELP on the screener; **or**
- The student took ACCESS in Illinois and met ELP; **or**
- The student was screened in another WIDA state, and the screener scores place the student as meeting ELP in Illinois; **or**

- The student took ACCESS in another WIDA state, and the scores place the student as meeting ELP in Illinois; **or**
- The student has met the criteria from [23 Ill. Adm. Code 228.15\(e\)\(1\)\(c\)](#).

[← Back To Demographic](#)

EL Screener Data

SID: 123456789
Legal Last Name: Test Legal First Name: Student Date Of Birth: 01/30/2010 Home RCDTS: 123456789012345


EL Screener

Screener Test: Tested Home RCDTS: 123456789012345
Test Date: Grade Tested:

Semester:

	Listening	Speaking	Reading	Writing	Composite Literacy	Composite Oral	Overall
Raw Score / Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	NA		<input type="text"/>
Proficiency Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Was the student determined EL? Yes No



EL Screener Data

SID:
Legal Last Name: Tester **Legal First Name:** Test **Date Of Birth:** **Home RCDTS:**

EL Screener

Screener Test -- Select -- **Tested Home RCDTS:** 500821890221036

Test Date ⓘ Select --

Semester

List

Raw Score / Level

Proficiency Level

Was the student determined EL?

Pre-IPT (Pre-Idea Proficiency Test) (for Pre-K only)
 PRE-LAS 2000 (Pre-Language Assessment Scale) (for Pre-K only)
 ELTPS (Early Language Proficiency Test Series) (for Pre-K only)
 Other English Language Proficiency Test (for Pre-K only)
 Checklist Process (for Pre-K only)
 Interview Process (for Pre-K only)
 Observation Process (for Pre-K only)
 Other Process (for Pre-K only)
 MODEL
 W-APT
 ACCESS for ELLs test results from another State
 Other State Assessment Results
 Private Schooled Student
 WIDA Screener Online
 WIDA Screener Paper
 WIDA K Screener
 Met Part 228.15(e)(1)(C) Exemption
 Provisional Screener
 Not Tested

Composite Oral **Overall**

NA

Under Screener Test, a district will choose the screener/activity that was administered to the potential EL student. The options in this field are:

- Pre-IPT (Pre-Idea Proficiency Test) (for pre-K only)
- PRE-LAS 2000 (Pre-Language Assessment Scale) (for pre-K only)
- ELTPS (Early Language Proficiency Test Series) (for pre-K only)
- Other English Language Proficiency Test (for pre-K only)
- Checklist Process (for pre-K only)
- Interview Process (for pre-K only)
- Observation Process (for pre-K only)
- MODEL
 - Obsolete as of 2024. Students screened prior to 2024 may have MODEL listed as the screener.
- W-APT

- Obsolete as of 2017. Students screened prior to 2017 may have W-APT listed as the screener.
- ACCESS for ELLs test results from another state
 - Used if the student has ACCESS scores from an ACCESS test taken in another state. Please note that Illinois reclassification criteria still apply to out-of-state ACCESS scores.
 - Students who met Illinois reclassification criteria on ACCESS in another state are marked as “No” for the question “Was the student determined EL?”
 - Students who did not meet the Illinois reclassification on the ACCESS and have results from within the last year are entered into EL programming. If the results are not from within the last year, the student must be rescreened.
- Other State Assessment Results
 - Used to indicate evaluation of other state assessments to meet the exemption criteria prior to school year 2027
- Met Part 228.15(e)(1)(C) –
 - Used to indicate that a student has met the exemption criteria in [23 Ill. Adm. Code 228.15\(e\)\(1\)\(c\)](#):
 - The student was identified as a potential EL with the Home Language Survey; **and**
 - The student was not screened or identified as an EL in the school district the student previously attended; **and**
 - The student was enrolled in a general program of instruction without EL supports in the school the student had previously attended; **and**
 - The student met or exceeded standards in reading and math on the most recent state assessment (in Illinois or another state). If state assessment results are not available, then a standardized, nationally normed test may be used. Note: This criterion applies only to students who have been enrolled in Grades 3 to 11, the grades in which the state assessments are administered.
- Private Schooled Student
 - Used for students who are enrolled in K-12 in a nonpublic/private school who:
 - Are only receiving speech services
 - Attend a nonpublic/private school and receive IDEA services but are **not** outplaced at the nonpublic/private school by the district
 - This **does not** apply to students who are outplaced due to their Individualized Education Program (IEP). These students are enrolled for EL services in the same manner as non-outplaced students.
- WIDA Screener Online
 - Currently used for students in Grade 1 (second semester) through Grade 12
- WIDA Screener Paper
 - Currently used for students in Grade 1 (second semester) through Grade 12.
- WIDA K Screener
 - Currently used for students in kindergarten through Grade 1(first semester).
- Provisional Screener

- Used during the COVID-19 pandemic for screening during remote learning. Students with only a provisional screener must be rescreened.
- Not Tested
 - Used for pre-K students enrolling for speech only or IDEA services
 - Used when a student was not able to be screened prior to the end of the school year or due to the student transferring
 - Used when the option needed is not available. Please contact multilingual@isbe.net prior to using this code for this purpose to verify that it is the appropriate code.

Test Date

Enter the date the screener (or other option/activity from the drop-down menu) was administered or the date the exemption criteria was evaluated.

EL Screener Data

SID:
 Legal Last Name: Tester Legal First Name: Test Date Of Birth: Home RCDTS:

EL Screener

Screener Test Tested Home RCDTS 500821890221036

Test Date Grade Tested

Semester

	Listening	Speaking	Reading	Writing	Composite Literacy	Composite Oral	Overall
Raw Score / Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	NA		
Proficiency Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Was the student determined EL? Yes No

Cancel
Next

Semester

Enter the semester the screener (or other option/activity from the drop-down menu) was completed.

EL Screener Data

SID:

Legal Last Name: Tester

Legal First Name: Test

Date Of Birth:

Home RCDTS:

EL Screener

Screener Test

-- Select --

Tested Home
RCDTS

500821890221036

Test Date ⓘ

Grade Tested

-- Select --

Semester

-- Select --

Listening

Speaking

Reading

Writing

Composite
Literacy

Composite
Oral

Overall

Raw Score /
Level

NA

Proficiency
Level

Was the student
determined EL?

Yes No

Cancel

Next

Grade Tested

Enter the grade level when the screener (or other option/activity from the drop-down menu) was completed.

EL Screener Data

SID:
 Legal Last Name: Tester Legal First Name: Test Date Of Birth: Home RCDTS:

EL Screener

Screener Test: -- Select -- Tested Home RCDTS: 500821890221036

Test Date ⓘ: **Grade Tested**: -- Select --

Semester: -- Select --

	Listening	Speaking	Reading	Writing	Composite Literacy	Composite Oral	Overall
Raw Score / Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	NA		
Proficiency Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Was the student determined EL? Yes No

Cancel **Next**

Raw Score/Level

This will be the question count or raw score prior to calculation of the proficiency levels. While this field is optional, entering this data ensures that full records are kept. Should the student transfer to another district, the Raw Score/Level field enables the district to see the scores earned and what was evaluated to determine EL placement prior to receipt of the EL temporary/cumulative file.

- Pre-K scores will be entered in this row instead of the Proficiency Level fields since the scores are often letters and will result in an error.

Proficiency Level

In the Proficiency Level fields, a district will add the level of English proficiency for each domain (listening, reading, speaking, writing) as determined by the screener (or other option/activity from the drop-down menu).

- While this field is optional, entering this data ensures that full records are kept and, should the student transfer to another district, the subsequent district can view the screener score prior to receipt of the EL temporary/cumulative file.
- ISBE recommends entering, at minimum, the Oral Composite for kindergarten semester 1 and the Overall Composite for kindergarten semester 2 through Grade 12.

EL Screener Data

SID:
Legal Last Name: Tester **Legal First Name:** Test **Date Of Birth:** **Home RCDTS:**

EL Screener

Screener Test **Tested Home RCDTS** 500821890221036

Test Date ⓘ **Grade Tested**

Semester

	Listening	Speaking	Reading	Writing	Composite Literacy	Composite Oral	Overall
Raw Score / Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	NA		
Proficiency Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Was the student determined EL? Yes No

[Cancel](#) [Next](#)

Was the Student Determined EL?

The question “Was the student determined EL?” is required. The district must answer “Yes” or “No” based on the score for the screener, activity for pre-k, or another option selected from the drop-down Screener menu.

- Pre-K ages 3-5
 - Fluent English speaker as determined by the specific assessment/activity = “EL-No”
 - Not fluent English speaker as determined by the specific assessment/activity = “EL-Yes”
- Kindergarten semester 1 on the WIDA Screener for Kindergarten
 - Oral Composite of 5 or higher = “EL-No”

- Oral Composite below 5 = “EL-Yes”
- Kindergarten semester 2 through Grade 12
 - Overall Composite score of 5 or higher = “EL-No”
 - Overall Composite score below 5 = “EL-Yes”

SIS Tab – Program Indicators

These are general fields that are completed for all students.

EL Indicator

This field is a “yes”/“no” indicator for whether a student has been identified as an EL by the district. This indicator flags the student in the SIS program data as an English learner. This field must match the EL Screener tab **if** the student is a Current EL or Never EL.

EL Status

This field has a variety of status flags and is determined by ISBE using SIS EL Indicator data, SIS EL Screener data, ACCESS data, and other relevant data sources.

Status Flags

- Current EL
 - A student who is currently an EL, is receiving services, and must be administered the ACCESS test.
- Former EL
 - A student who was an EL at one point but subsequently met the proficiency requirement on the ACCESS test. The student has reclassified from services.
- Never EL
 - A student who was either a) screened and did not qualify for EL services based on the screener score (the student demonstrated proficiency in English) or b) had an HLS that indicated English only for both questions and so was not ever eligible to be screened for English proficiency.
- Former EL – Pre-K Only
 - A student who was screened in pre-k and qualified for services. When the student was rescreened upon entering kindergarten, the student met the proficiency score of 5 or higher and did not qualify for EL services.
- Current EL – Transition Incomplete
 - A student who was at some point identified as an EL and their status changed to “EL-No” without following the appropriate protocol to do so. The student file/SIS data needs to be reviewed for next steps to resolve this status.

SID:
 Legal Last Name: Legal First Name: Legal Middle Name:

Homeless Private School Student

21st Century Community Learning Centers Migrant

IDEA Services Free or Reduced Price Lunch (FRL) / Low Income

Alternate Assessment (DLM-AA)

Native Language Title 1

Home Language Supplemental Educational Services (SES)

English Learner (EL) Yes
Current EL

Military Connected Student

Reading 1st - Optional Reading Improvement Block Grant - Optional

Immigrant Student Program - Required To Exit

Eligible

Country Of Birth Date First Enrolled in a U.S. School

Months Gone - Optional ⓘ

Edit

Immigrant Student Education Program Information

Eligibility for the Immigrant Student Education Program is determined by country of birth. To be eligible, students must be born outside of the United States, District of Columbia, or Commonwealth of Puerto Rico, and have not attended one or more schools in any U.S. state for more than three full academic years.

Country of Birth

Complete for all students based on the information provided during registration.

The screenshot shows a web interface for student information. At the top, a dark blue navigation bar contains the following tabs: Demographic (selected), Enrollments, Program Indicators, EL Information, CCR, Services, and RTO. Below the navigation bar, the form is organized into several sections. The first section includes fields for SID, Legal Last Name, Legal First Name, and Legal Middle Name. The second section contains Date of Birth, Race/Ethnicity, Gender, Student Lineage (Jr, II), and Mother's Maiden Name. The third section features Birth Place Name, which is highlighted with a green border. Below this are sections for EL Screener (with a View Details link), Seal of Biliteracy Awards, Student Address (with a View Details link), and Gifted and Accelerated (with a View Details link). An Edit button is located in the bottom right corner of the form.

- This information cannot be used for immigration purposes.

Date First Enrolled in U.S. School

This form will be completed to indicate the first year a student enrolled in any U.S. school (not just an Illinois school).

Demographic	Enrollments	Program Indicators	EL Information	CCR	Services	RTO
SID:						
Legal Last Name:		Legal First Name:		Legal Middle Name:		
Current EL Record						
RCDT for Home		School Year		2026		
First Year in U.S. School <input type="radio"/> Yes <input checked="" type="radio"/> No		EL Placement - Status		<input type="text"/>		
Date First Enrolled in District/LEA		Class Periods Provided per Week		<input type="text"/>		
Date Student Enrolled or Re-entered to Receive EL Services		EL Services Provided		<input type="text"/>		
Date EL Services Ended - Optional until ended		Reason for Ending EL Services - Optional until ended		<input type="text"/>		
						<input type="button" value="Cancel"/> <input type="button" value="Next"/>

SIS Tab – EL Information

The EL Information tab will be completed only if a student qualifies for EL services. Districts are required to enter the information about the EL services the students receive in their schools.

Date First Enrolled in District/LEA

Enter the date that the student first enrolled in the district.

Date Student Enrolled or Re-entered to Receive EL Services

The date for enrolled/re-entered services will change annually. It will first be the date the student qualified for services (date of screening). Then each subsequent year, it will be the first day of school until the student reclassifies from EL status.

The screenshot shows the 'EL Information' tab in a software interface. At the top, there is a navigation bar with tabs for 'Demographic', 'Enrollments', 'Program Indicators', 'EL Information', 'CCR', 'Services', and 'RTO'. Below the navigation bar, there are fields for 'SID:', 'Legal Last Name:', 'Legal First Name:', and 'Legal Middle Name:'. A list of records is shown below, with the first record highlighted in light blue and labeled 'Current EL Record'. The record details are as follows:

RCDT for Home	School Year
First Year in U.S. School	EL Placement - Status
Date First Enrolled in District/LEA	Class Periods Provided per Week
Date Student Enrolled or Re-entered to Receive EL Services	EL Services Provided
Date EL Services Ended - Optional until ended	Reason for Ending EL Services - Optional until ended

An 'Edit' button is located at the bottom right of the record details.

Date EL Services Ended

This field is only used one time: when a parent withdraws their student from EL programming. This request for withdrawal must come organically from the parent, in writing, and should not be an option offered to parents by the district unprompted.

Demographic	Enrollments	Program Indicators	EL Information	CCR	Services	RTO
SID:						
Legal Last Name:		Legal First Name:		Legal Middle Name:		
<div style="border: 1px solid #ccc; padding: 5px;"> 1 2 3 4 5 6 7 8 9 10 ... </div>						
Current EL Record						
RCDT for Home			School Year			
First Year in U.S. School			EL Placement - Status			
Date First Enrolled in District/LEA			Class Periods Provided per Week			
Date Student Enrolled or Re-entered to Receive EL Services			EL Services Provided			
<div style="border: 2px solid #9ccc65; padding: 5px;"> Date EL Services Ended - Optional until ended </div>			Reason for Ending EL Services - Optional until ended			
						<div style="background-color: #00728f; color: white; padding: 5px 15px; border-radius: 5px; display: inline-block;">Edit</div>

EL Placement Status

This field shows the type of EL placement the student has. Refer to [23 Ill. Adm. Code 228](#) for more information on the requirements for each type of programming. Please note that the terms “Full-Time” and “Part-Time” do not refer to the length of time in bilingual services during the day. A “Full-Time” program indicates that students receive bilingual instruction in all four core content areas. A “Part-Time” program indicates that students receive bilingual instruction only as needed.

TBE Full-Time

Transitional Bilingual Education (full-time status)

TBE Part-Time

Transitional Bilingual Education (part-time status)

- Please note: ISBE encourages districts to utilize the [Part-Time Transitional Bilingual Education \(TBE\) Placement Rational Form](#) to determine whether a student qualifies for part-time status and to keep documentation of the determination in the student's temporary file.

TPI

Transitional Program of Instruction (traditional English as a Second Language programming)

228.27-Plan

Can be used only if a 228.27 plan is on file with the state. If your district does not have a 228.27 plan on file with ISBE, then no student in your district should have this designation. If you have any questions regarding the use of this status, please contact the Multilingual/Language Development Department at multilingual@isbe.net.

Parents Refused

This status is used only when a student is withdrawn organically by the parents **after** placement and notification of EL services.

- This placement would start at year 2 of parental refusal of services.
- In the year the parent refused, the student is marked as “Withdrawn from Program.”
- Parent refusals do not transfer to a new district. Students must be placed into EL programming when enrolling in a new district.

The screenshot shows the 'EL Information' tab of a student record system. At the top, there are navigation tabs: Demographic, Enrollments, Program Indicators, EL Information (selected), CCR, Services, and RTO. Below the tabs, there are fields for SID, Legal Last Name, Legal First Name, and Legal Middle Name. A pagination bar shows '1' selected, with numbers 2 through 10 and an ellipsis. A light blue bar indicates the 'Current EL Record'. The main content area is divided into two columns. The left column contains: RCDT for Home, First Year in U.S. School, Date First Enrolled in District/LEA, Date Student Enrolled or Re-entered to Receive EL Services, and Date EL Services Ended - Optional until ended. The right column contains: School Year, EL Placement - Status (highlighted with a yellow border), Class Periods Provided per Week, EL Services Provided, and Reason for Ending EL Services - Optional until ended. An 'Edit' button is located at the bottom right.

Class Periods Provided Per Week

Enter the term that best describes the number of service class periods a student receives per week. The services are determined by frequency of English learner services per week. A class period is defined as a 30-minute segment or a bell-to-bell period.

- None: 0 class periods per week
- Low: 1-4 class periods per week

- Moderate: 5-9 class periods per week
- High: 10+ class periods per week

EL Services Provided

This field shows what type of EL instructional programming a student is receiving.

Transitional Bilingual Program – Self-Contained

- Transitional Bilingual Program – Self-Contained serves only English learners from the same language background in a self-contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to more instruction in English as students' English proficiency increases. In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English. ESL instruction must be provided.

Transitional Bilingual Program – Collaboration

- Transitional Bilingual Program – Collaboration serves English learners who are placed in classes with non-ELs and/or ELs from various language backgrounds. Home language instruction occurs through a co-teaching or pull-out model, or a classroom teacher who has a bilingual endorsement, differentiates language instruction, and provides some small group instruction in the home language for part of the day to TBE ELs. Core academic content is taught in English and the language other than English with a gradual shift to more instruction in English as a student's English proficiency increases.
- In a departmentalized setting, bilingual core courses are offered by a bilingual classroom content teacher or by a bilingual-endorsed content teacher in small groups or through co-teaching. For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided. ESL instruction must be provided. Intentional and meaningful collaboration between teachers serving the ELs is required.

Transitional Program in English – Self-Contained

- Transitional Program in English – Self-Contained serves English learners from the various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher. Core academic subjects are taught in English using differentiated language instruction adapted for ELs.
- In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas. Home language instruction and/or support is offered as determined by the needs of the students. ESL instruction is provided.

Transitional Program in English – Collaboration

- Transitional Program in English – Collaboration serves English learners who are placed in classes with non-ELs. Core academic subjects are taught in English. Pull-out/co-teaching instruction in

core academic subjects occurs using specific strategies for ELs, or an ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs.

- In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the ESL-endorsed classroom teacher to differentiate, or additional services are offered through co-teaching or as a separate instructional period. ESL instruction is provided. Home language instruction and/or support is offered as determined by the needs of the ELs. Intentional and meaningful collaboration between teachers serving the ELs is required.

None of the Above

- Used for students who are parent refusal
- Used when a student has an EL placement of TBE and is receiving their EL services through participation in dual language programming
- Used when a district does not have properly certified staff and is not providing services

Date/Reason for Ending EL Services

Withdrawn by Parents

- Used only during the initial year of parent refusal of service from the district. It is used one time **if** a parent withdraws (or is refusing services for) their student from EL programming/services
- Happens in the first year of EL placement refusal

Transitioned

- Only the ISBE Assessment Department can apply this reason for ending services.
- This designation occurs only when a student reaches an overall composite score of 4.8 or higher on the ACCESS test.

Erroneous

- This designation is used when a district makes an error and to correct the error, changes a student from “EL-Yes” to “EL-No” prior to taking ACCESS.

Data Validation of SIS Data

ISBE has provided resources to assist districts to ensure that data entered into SIS is accurate. We encourage districts to use these resources.

Documents to review in the student's cumulative/temporary file:

To help districts understand what information needs to be maintained in a student's temporary file, the Multilingual/Language Development Department has provided an [EL Cumulative Temporary File Cover Sheet](#). SIS data should match what is included in these documents.

- Home Language Survey
- Previous screening information
- Past ACCESS scores
- Parent Refusal Letter (if applicable)
- Parent Notification Letter(s) of services

Data Validation Resources (SIS Codes)

- [EL Screener Validation Codes](#)
- [English Learner Validation Codes](#)
- [ACCESS Test Correction/Reason for Not Testing Validation Codes](#)
- [SIS Language Validation Codes](#)
- [SIS Language Validation Codes – Alphabetical](#)
- [Program Indicators Validation Codes](#)
- [Immigrant Validation Codes](#)
- [Country Codes Validation Codes](#)

SIS Reports

This section will describe reports that can be found in SIS to help districts ensure accurate EL information has been entered in SIS.

EL Screener (Details)

Gives a detailed history of screeners administered to students by Student Identification Number (SID). It will list scores entered into SIS and the determination of EL status. This report will only show students whose SIS EL Indicator is set to “EL-Yes” and will not show “Current EL – Transition Incomplete” students.

Reports		
<input type="text" value="Search Reports..."/>		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

EL (Summary)

A report to verify that all students are placed into programming. This report will only show students whose SIS EL Indicator is set to “EL-Yes” and will not show “Current EL – Transition Incomplete” students. This report gives a high-level overview of the following information:

- Number of ELs identified
- Placement of ELs
- Program type
- Instructional design
- Class periods per week
- Languages in the district
- Dual language programming

EL (Details)

This report is used to review the individual student information for those students who have an SIS EL Indicator of “EL-Yes.” It will show each student in a row, listing their demographic information along with their EL programming information. It is a report to verify all students are placed and that the information in SIS reflects the services the students are receiving. It will not show students with an EL Status of “Current EL – Transition Incomplete.”

ACCESS Pre-ID

This report is used to ensure that all students who should be identified as EL are marked in SIS so that they are loaded into DRC Insight (WIDA AMS) for the ACCESS test in the winter. If a student should not be on the list or a student is missing from the list, this report can be compared with the EL (Details) report to find any discrepancies.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

ACCESS Assessment Correction

After the ACCESS test window closes, this report documents for the state why a student did not test. Please remember that parents cannot refuse the ACCESS test, as it is a federally mandated assessment. The assessment must be offered/administered to all current EL students. Districts will enter the reason for each student who did not test.

Reports			
Search Reports...			
Student ▲			
Assessment ▼			
Attendance ▼			
Bilingual ▲			
EL Screener		Summary	Details
EL		Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver			Details
ACCESS Pre-Id		Summary	Details
ACCESS Assessment Correction		Summary	Details
ACCESS Score		Summary	Details
Calculated EL Status		Summary	Details
Student EL History		Summary	Details
Former EL Students Report			Details
Student ACCESS Scores History			Details
Unassigned Test Results			Details
eGMS EL Program Placement and Services		Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections		Summary	Details
eGMS EL Attendance Center Enrollment		Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)		Summary	Details
Seal of Biliteracy Application		Summary	Details
Seal of Biliteracy Awards		Summary	Details
Seal of Biliteracy Projections and Awards			Details

ACCESS Score

This ACCESS Score report will list all ACCESS assessment scores per year for students who are either current or former ELs.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

Calculated EL Status

New as of school year 2025, this report supports determining the current EL status of students listed in SIS (note that this is different from SIS EL Indicator = Y). There are five statuses:

- Former EL
- Current EL
- Former EL Pre-K Only

- Never EL
- Current EL – Transition Incomplete

The report shows progressive status over time (the Live SIS EL Status, the Fall Housing EL Status, and the End of Year EL Status) and helps to identify students who are not properly coded in the SIS data.

Reports			
<input type="text" value="Search Reports..."/>			
Student ▲			
Assessment ▼			
Attendance ▼			
Bilingual ▲			
EL Screener		Summary	Details
EL		Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver			Details
ACCESS Pre-Id		Summary	Details
ACCESS Assessment Correction		Summary	Details
ACCESS Score		Summary	Details
Calculated EL Status		Summary	Details
Student EL History		Summary	Details
Former EL Students Report			Details
Student ACCESS Scores History			Details
Unassigned Test Results			Details
eGMS EL Program Placement and Services		Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections		Summary	Details
eGMS EL Attendance Center Enrollment		Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)		Summary	Details
Seal of Biliteracy Application		Summary	Details
Seal of Biliteracy Awards		Summary	Details
Seal of Biliteracy Projections and Awards			Details

Student EL History

This report shows historical SIS EL indicator information for each student (note that this is different from EL Status). When students are first enrolled, this can be used to see a snapshot of their EL information.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

Former EL Students Report

This report can be used to determine students who have transitioned via the ACCESS test and must be monitored for two years after reclassification.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

Student ACCESS Scores History

This report will give a historical report of all ACCESS assessment scores for students who are current and former ELs.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

eGMS EL Attendance Center Enrollment

This report can be used to verify proper placement for language classes in programming (TPI/TBE/Parent Refusal) in attendance centers. It also includes outplaced attendance centers where students receive services.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▲		
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Calculated EL Status	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application	Summary	Details
Seal of Biliteracy Awards	Summary	Details
Seal of Biliteracy Projections and Awards		Details

eGMS EL Program Placement and Services

This report gives specifics on programming and SIS information for students.

Reports			
🔍 Search Reports...			
Student ▲			
Assessment ▼			
Attendance ▼			
Bilingual ▲			
EL Screener	Summary	Details	
EL	Summary	Details	
ACCESS WIDA DRC Site File and Testing Waiver		Details	
ACCESS Pre-Id	Summary	Details	
ACCESS Assessment Correction	Summary	Details	
ACCESS Score	Summary	Details	
Calculated EL Status	Summary	Details	
Student EL History	Summary	Details	
Former EL Students Report		Details	
Student ACCESS Scores History		Details	
Unassigned Test Results		Details	
eGMS EL Program Placement and Services	Summary	Details	
eGMS Ceiling Calculator Funding Allocation Projections	Summary	Details	
eGMS EL Attendance Center Enrollment	Summary	Details	
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details	
Seal of Biliteracy Application	Summary	Details	
Seal of Biliteracy Awards	Summary	Details	
Seal of Biliteracy Projections and Awards		Details	

Individual Student

This report gives historical information about a student. A common report to run in this section is the Assessment report to review the ACCESS scores.

Reports		
🔍 Search Reports...		
Student ▲		
Assessment ▼		
Attendance ▼		
Bilingual ▼		
Demographics and Enrollment ▼		
Discipline ▼		
Early Learning ▼		
Homeless ▼		
Individual Student ▲		
Individual		Details
Restraint and Time Out ▼		
Regional Safe School ▼		
Special Education ▼		
Course Assignments ▲		
Student and Teacher Reports ▼		
Missing Courses ▼		
Summative Designation ▼		
State Reporting ▼		
Prenatal ▼		
Miscellaneous Reporting ▼		

Data Entry Scenarios for EL Student Enrollment

The following scenarios include different types of enrollments that may differ slightly in data entry/review from that of an initial enrollment as listed in the [SIS Data Entry](#) section.

IDEA Services Only

Initial Enrollment for IDEA Services Only is used for a student who is only receiving special education services from the school district. This could be for speech, occupational therapy, physical therapy, etc. These are IDEA services only, and the student is not a full-time student in the district. Therefore, the following is true:

- HLS does not apply for screening of EL services. Do not screen.
- Use “Not Tested” on the EL Screener tab and “EL-No” if the field opens due to the HLS having another language and SIS requiring the response for the Native Language field.
- If the student eventually enrolls in the district as a full-time student, then the student will need to be screened following the initial enrollment procedure.

Kindergarten Scenarios

All students entering kindergarten who have a language other than English indicated on the HLS are required to be screened using the WIDA Screener for Kindergarten to see if they still qualify for EL services. Students who were screened for EL services in pre-K must be rescreened for EL services upon entering kindergarten.

- There are three scenarios that can apply to kindergarten students who have at least one "yes" response on the HLS.
 - Newly identified as an EL student in kindergarten
 - The student has been screened and qualifies for EL services.
 - It is possible that the student did not qualify for services in pre-K but qualifies in kindergarten.
 - All initial enrollment information for EL students is entered into SIS (see [SIS Data Entry](#) for specifics).
 - Discontinuing services (kindergarten only)
 - Students with a “yes” HLS response in pre-K may have qualified for services in pre-K but not when they were rescreened in kindergarten. Enter the following data for these students:
 - Screening information (as listed in [SIS Data Entry](#))
 - EL designation as "no"
 - The EL flag will show “Former EL – Pre-K Only”
 - Continuation of services from pre-K
 - If the student qualifies after rescreening for kindergarten, enter the following information:
 - Screening information (as listed in [SIS Data Entry](#))
 - “EL-Yes” in program indicators
 - EL information to indicate programming the student is receiving

A Student is Continuing Services in the Same District

- Data that should stay the same for the student in SIS:
 - Demographic tab
 - EL Screener
 - Program Indicators tab
 - Native Language
 - This only changes if another language other than English is shown on an updated HLS and the Native/Home languages currently show English.
 - Home Language
 - Country of Birth
 - First Year in U.S. School
 - EL Indicator
- Data that might change:
 - EL Information
 - If a parent withdrew the student from EL programming in the previous year, the following will be true for all subsequent years the student is in the district unless the parent chooses to reinstate EL services:
 - Placement: Parent Refusal
 - Class Periods per Week: None
 - EL Services Provided: None of the Above
 - Programming Change
 - The programming for the student should reflect what they are actually receiving. This could change year to year:
 - Placement
 - Class Periods per Week
 - EL Services Provided

Dually Identified Outplaced Student

These are students who have an IEP, EL status of “Current EL,” and have been outplaced by the district. Please note, when an EL student has been placed in an outplacement program, the district is still responsible for ensuring that the student receives EL services. This could be done either through a contract with the outplacement program or by district personnel traveling to the program. If districts have questions about how to provide services to students who have been outplaced, please contact the Multilingual/Language Development Department at multilingual@isbe.net.

- The following information needs to be completed/updated annually for the outplaced, dually identified student:
 - EL Information
 - Date First Enrolled in District/LEA
 - Date Student Enrolled or Re-entered to Receive EL Services
 - Date EL Services Ended
 - This field is completed only if a student is withdrawn from the program. The request has to be initiated by the parent/guardian in writing.

- EL Placement – Status
 - This section should reflect the program services received at the outplacement center.
 - These services will happen either through contract with the outplaced center or directly from district personnel.
- Class Periods Per Week
 - This section should reflect the program services received at the outplacement center.
 - These services will happen either through contract with the outplaced center or directly from district personnel.
- EL Services Provided
 - This section should reflect the instructional services received at the outplacement center.
 - These services will happen either through contract with the outplaced center or directly from district personnel.

Dual Language Bilingual Education Enrollment

Dual Language Bilingual Education (DLBE) programs are instructional models where the goal is bilingualism and biliteracy. One-Way DLBE programs typically only include English learners who speak the target language of the program and any heritage speakers or former ELs who speak the target language. Two-Way DLBE programs include both speakers of the target language (ELs, former ELs, heritage speakers) and speakers of English from any background. In DLBE programs, at minimum, 50% of the day instruction is provided in the target language.

DLBE is an acceptable way to provide TBE services. ELs who come from language backgrounds that do not match the target language of the DLBE program may still be enrolled in the DLBE program; however, the DLBE program will not meet TBE requirements for those students. ESL instruction must still be provided for ELs in DLBE programming regardless of whether it meets TBE.

Enrollment in Illinois – Dual Language – Same Language

This applies if the EL student's native language is the same as the target language for the DLBE programming.

- The following areas need to be completed in SIS for EL students enrolled in dual language programs where the target language is the same as the language listed on the HLS:
 - Demographic
 - EL Screener
 - Program Indicators
 - Native Language
 - Home Language
 - EL Indicator
 - Country of Birth
 - First Year in U.S. School

- Enrollments
 - Dual Language (choose one)
 - One-Way
 - Two-Way
- EL Information
 - Date First Enrolled in District/LEA
 - Date Student Enrolled or Re-entered to Receive EL Services
 - Date EL Services Ended
 - Enter only if student is withdrawn from the program by the parent in writing
 - EL Placement – Status
 - TBE Full-Time
 - Class Periods Per Week
 - High
 - EL Services Provided
 - None of the Above

Enrollment in Illinois – Dual Language – Different Language

This applies if an EL student's native language is different from the target language for the DLBE programming.

- The following areas will need to be completed in SIS for EL students in dual language that is different from the language listed on the HLS:
 - Demographic
 - EL Screener
 - Program Indicators
 - Native Language
 - Home Language
 - EL Indicator
 - Country of Birth
 - First Year in U.S. School
 - Enrollments
 - Dual Language (choose one)
 - One-Way
 - Two-Way
 - EL Information
 - Date First Enrolled in District/LEA
 - Date Student Enrolled or Re-entered to Receive EL Services
 - Date EL Services Ended
 - Enter only if student is withdrawn from the program by a parent in writing
 - EL Placement – Status
 - TBE Part-Time

- This is a workaround for SIS not allowing districts to choose TPI if the language from HLS differs from the language of the dual language program.
- Class Periods Per Week
 - High
- EL Services Provided
 - None of the Above

Transfer Student From Another Illinois Public School District

This is a student who changes districts within Illinois within their educational K-12 career.

- The following steps should occur to ensure proper identification/placement of EL students:
 - Check SIS for previous EL identification/status
 - This also includes:
 - ACCESS assessment results
 - Screener information
 - EL information of previous/current services
- Check temporary/cumulative file for original HLS to ensure Native/Home Language are indicated properly in SIS
 - If changing to a language other than English, check with parent prior to upload to ensure they understand the change from “No” on the HLS to “Yes”
 - If the parents have changed their HLS responses from "Yes" to "No," the district should discuss with parents. The original HLS is used to determine EL screening.
- Do not upload to SIS until the information is confirmed
- Data that should stay the same:
 - Demographic
 - EL Screener
 - Additional screening should only be entered if there is more than a 12-month gap in data (no screener/ACCESS scores) and a change in district
 - Program Indicators
 - Native Language
 - Only changes if another language other than English is shown on the new HLS and the Native/Home languages currently show English
 - Home Language
 - Country of Birth
 - First Year in U.S. School
 - EL Indicator
 - Can change to “EL-Yes” if student is newly identified but must not be changed to “EL-No” after identification
- Data that might change:
 - EL Information
 - Programming Change

- The programming for the student should reflect the services the student is actually receiving. This could change year to year and be different from district to district:
 - Placement
 - Class Periods per Week
 - EL Services Provided
- If a parent withdrew the student from programming in a previous district, the following will be true:
 - The student will be placed into programming in the new district. Parent refusals do not follow a student to the new district. The parent will be notified of the placement with a notification letter.
 - If parents refuse services in the new district, it must be organic from the parents and in writing.

Transfer Student From a Nonpublic School

This is a student who comes to a public school district after attending a private school or was home schooled.

- The student will follow the initial enrollment process for any student.
 - If the HLS has a "Yes" response, consider the following exemption criteria below:
 - Potential ELs are not required to be screened and are not placed in EL services if the following are true:
 - The student was screened in another district in Illinois and met ELP on the screener; **or**
 - The student took ACCESS in Illinois and met ELP; **or**
 - The student was screened in another WIDA state, and the screener scores place the student as meeting ELP in Illinois; **or**
 - The student took ACCESS in another WIDA state, and the scores place the student as meeting ELP in Illinois; **or**
 - The student has met the following criteria from [23 Ill. Adm. Code 228.15\(e\)\(1\)\(c\)](#):
 - The student was identified as a potential EL with the Home Language Survey; **and**
 - The student was not screened or identified as an EL in the school district the student previously attended; **and**
 - The student was enrolled in a general program of instruction without EL supports in the school the student previously attended; **and**
 - The student met or exceeded standards in reading and math on the most recent state assessment (in Illinois or another state). If state assessment results are not available, then a standardized, nationally normed test may be used. Note: This criterion applies

only to students who have been enrolled in Grades 3-11, the grades in which the state assessments are administered.

- If the exemption criteria cannot be applied, follow the initial enrollment procedure.

Transfer Student with Gap in EL Data

A transfer student with a gap in data comes from another public school, is identified as an EL, did not reclassify, but is missing 12 months or more of data (ACCESS/Screener).

- A student who qualified as an EL, but does not have ACCESS or screening data within the last 12 months, **and** changes districts:
 - Must be rescreened to see if they continue to qualify for services
 - If the student meets proficiency on the screener, the district will need to enter the screener information onto the screener tab and answer the question “Was the student determined to be EL?” with “No.” The district will then update the information on the Demographic tab to indicate that the student is “EL-No.”
 - If the student does not meet proficiency on the screener, the student will continue to be EL until proficiency is met on ACCESS.

Out-of-State Transfer Student – Initial Enrollment in Illinois

This is a student who transferred into an Illinois school, from out of state, for the first time.

- Districts will review the HLS of the student.
 - If the parent or guardian answers "No" to both questions on the HLS, follow the next steps:
 - Review student record for participation in EL program in other state(s)
 - If evidence of being an EL in another state, review HLS answers with family
 - If family confirms the No/No HLS responses, student will be a “Never EL” in Illinois
- If “Yes” to either question, the student is potential EL.
 - Review student record for participation in EL program in other state(s)
 - If the student came from a WIDA state and has WIDA Screener/ACCESS test results, and they are from within the last 12 months, the scores can be entered into SIS and assist with determination of EL status.
 - If the student was identified as EL in the other state, but has no data, the student will need to be screened to determine EL status in Illinois.
 - Note: If the WIDA Screener/ACCESS test results from another state are older than 12 months and they show that the student met Illinois' English Proficiency level (5.0 WIDA Screener/4.8 ACCESS), then the student is identified in SIS as “EL-No.” The scores should be entered into the screener score fields.
 - If the student was not previously identified in other state(s), complete the following steps:

- See if the 228.15 exemption applies to the student. Reference the [SIS Data Entry](#) for more information.
- If the 228.15 exemption does not apply, the student will need to be screened.

Out-of-State Transfer Student – Returning to Illinois

These are students who attended an Illinois school, moved out of state, and returned to Illinois. This scenario could also apply to students who start in an Illinois school, move to a private/home school, and then return to an Illinois school.

- Districts should complete the following steps to ensure proper identification/placement and SIS records:
 - Check temporary folder for any information relating to EL
 - Original/initial HLS
 - Screener information
 - Parent notification letters
 - ACCESS test scores
 - Review HLS for current district
 - See if the HLS matches the information in SIS and the original HLS
 - If the responses are different and have changes to include a "Yes" response, the district should have a conversation with the parent to ensure the accuracy of the response. Once confirmed, screen the student as a potential EL.
 - If the responses are different and have changed to include both responses as "No," the original HLS is followed, and the student will continue with the current EL status.
 - "Never EL" is when a student was initially screened for EL services and did not qualify.
 - "Current EL" is when a student was initially screened for EL services and qualified. The student will remain in current EL status until reaching a 4.8 overall composite or higher on ACCESS test.
 - Check SIS for past Illinois record, HLS information, EL information, and ACCESS/Screener scores
 - If the student was previously an EL in Illinois and:
 - There is a 12+ month gap in data, screen the student.
 - There is not a 12+ month gap in data, the student will continue as EL.
 - The student previously exited with ACCESS meeting Illinois proficiency; the student will be "Former EL."
 - The student was EL in pre-K but did not qualify when rescreened, the student will stay as "Former EL – Pre-K Only."
 - If the student was not previously an EL in Illinois (did not qualify), the student will remain as "Never EL."

EL Enrollment in Special Education Transition Program

High school students who are in special education services are sometimes offered a transition program after high school graduation requirements are met. These students are still enrolled in the district but are not working toward graduation. Instead, they are working on life skills in a transition program.

- For these students who are dually identified (both special education and EL services) and in a transition program, the following will be true:
 - The information in SIS will not change.
 - Students will continue to receive EL services and the EL information tab should still be completed.
 - The only thing that will change is that a student in this group will no longer take the ACCESS test and will not have new ACCESS scores.

Enrollment in High School, 18+, Not Yet Met Graduation Requirements

For students 18 and older who are identified as EL, are enrolled in an Illinois school, and have not yet met graduation requirements, the following will be true:

- The information in SIS will not change.
- Districts should complete the EL Information tab.
- Student will continue to take the ACCESS test.

Parent Withdrawal from Services/Parent Refusal of Services

Parent Withdrawal from Services/Parent Refusal of Services is when a parent organically comes to a district and states (in writing) that they do not want their student receiving EL services. Notification from the parents could be a typed or handwritten note or an email (showing their name/signature and date). A student should never initially be placed as a parent refusal. They must be enrolled in the EL program first, then withdrawn. Districts should not have a form they provide parents prompting parents to withdraw their students. Note: Parents may refuse EL services; however, they cannot refuse annual English proficiency (ACCESS) testing, which is a federal requirement.

- Process for a student withdrawal from services:
 - Follow all SIS placement for initial enrollment
 - Once a parent organically comes to the district to “refuse” services **for the first time**, the EL Information tab will be changed with the following addition:
 - Date services ended = date of the written notification from parents
 - Reason services ended = Withdrawn by Parents
 - The **second year** of a refusal, the following should be listed for the student's EL service information:
 - EL Placement: Parent Refusal
 - Class Periods per Week: None
 - EL Services Provided: None of the Above
 - The refusal is valid for the duration of time the student is in a district. The parents do not need to refuse each year. The parents must still get a notification of placement

letter yearly to inform them of their options as they can opt back into services. The letter can indicate that the parent has refused services.

- If a student changes districts, the refusal of services does not transfer with the student. Students cannot be initially placed as a refusal. The student will be placed into programming, and the parent would once again need to come to the district to "withdraw" on their own initiative.

Reclassification with ACCESS

Students who earn a 4.8 overall composite or higher on the ACCESS test are considered to be English proficient and can participate in the academic programming for general education. Their SIS EL indicator will change from "EL-Yes" to "EL-No." Please note that the students need to be monitored by the district for two years after reclassification (by the district) to ensure success in the classroom. Monitoring information is not entered into SIS.

- Students who earn a 4.8 or higher overall composite on the ACCESS test are noted as transitioned in the EL Information tab the year this is acquired. This shows the reason for ending services (obtaining proficiency) and that the student has "transitioned" out of EL services.
 - An automated SIS process will update the EL indicator in the ISBE system to "EL-No" upon attainment of a 4.8 overall composite or higher.
 - Please note that failure to update the indicator in the Local Student Data System will result in an override of the SIS data in subsequent years and the student will either become "Current EL – Transition Incomplete" or may be pulled back into EL programming in SIS. To correct this error, the district must contact multilingual@isbe.net.
 - It is critical to update local systems once the reclassification criteria have been met.

EL SIS ACCESS Information

ACCESS and Alternate ACCESS Pre-ID Process

Districts who have identified student(s) as English learners will need to ensure that the information in SIS is up to date and accurate for the pre-identification for ACCESS or Alternate ACCESS. If the enrollment information in SIS is correct, the student(s) will be placed on the ACCESS/Alternate ACCESS [Pre-ID report](#).

For a student to be identified for ACCESS or Alternate ACCESS administration, districts need to indicate on the student's enrollment record in SIS under the program indicator tab as "EL-Yes" and "Current EL." Students identified as "EL-No" are not required and should not be administered the ACCESS or Alternate ACCESS.

Student(s) will be defaulted to online testing unless the enrollment record is flagged for the following:

- Kindergarten
- Alternate ACCESS
- Accommodated paper form (large print or braille)

Districts should utilize the resources on the [WIDA Illinois member page](#) to help determine if the student should take the Alternate ACCESS. The [WIDA Alternate ACCESS Guidance for Grades K-3](#) and [WIDA Alternate ACCESS Guidance for Grades 4-12](#) provide districts with a flowchart to utilize in making the determination for the Alternate ACCESS.

SIS offers reports to help with verifying participation for the English language proficiency assessment. One of those reports that districts can utilize is the [ACCESS Pre-ID details report](#). This report provides information to districts that show which students will be uploaded or have been uploaded to WIDA AMS for testing. The report is available in PDF or Excel format.

New for the 2026-27 school year, districts will be required to place the initial paper orders within SIS in the ACCESS Pre-ID interface. The paper materials that will be identified in SIS are the following:

- Large Print
- Braille with Nemeth (contracted)
- Braille with Nemeth (uncontracted)

Pre-ID for ACCESS and Alternate ACCESS files will be sent to WIDA in early November. SIS will send additional Pre-ID files after the initial file upload in November for any student missed in the initial upload. The last upload to WIDA AMS will be in January.

Standard initial materials orders are calculated as follows:

- Manuals: one for every district, one for every school
- District/school labels: a minimum of five sheets to every site that receives a packing list
- Test administrators' scripts (paper and online): one for every eight students
- Student test booklets (paper): one for every student
- Speaking test booklets (paper): one for every eight students
- Listening and speaking CDs (paper): one for every eight students
 - Streaming audio is an option
- Kindergarten kit (kindergarten): one for every 15 students
- Large print and braille kits: one for every student identified
- Test administrator scripts (alternate): one for every four students
- Student response booklet (alternate): one for every student
- Student test booklets (alternate): one for every four students

Districts receive a 15% overage of paper materials. Half of the overage is shipped to the district, and half is shipped to the schools. If a district's initial order is 10 or fewer tests, no overage of paper materials will be shipped.

For any student who needs a paper order after the initial Pre-ID file has been sent to WIDA, districts will have to place those orders during the additional orders window. In January, the additional ordering window will open for districts to order paper materials in WIDA AMS for any missed or for a new student who has transferred into the district. All additional paper orders for braille must be approved by ISBE to ensure that duplicate materials are not being ordered for a student.

For students needing accommodations other than paper, districts will need to add those accommodations into WIDA AMS before testing.

For any student who is missed after the last Pre-ID upload in January, the district will need to contact ISBE to have the student added into WIDA AMS. This will help to eliminate any misalignment with SIS enrollment data to ensure data is accurately reflecting the correct SIS enrollment for students.

ACCESS/ALT ACCESS Test Administration Prior to Test Window Opening Required Training and Security Agreement Completion

Prior to the testing window opening in January, district staff members who will be administering or supporting the administration of the ACCESS or Alternate ACCESS assessment must complete a set of tasks. All staff who will be supporting and administering ACCESS or Alternate ACCESS must complete the security agreement to gain access to WIDA Secure Portal and WIDA AMS. This security agreement is found in the WIDA Secure Portal.

Test Administrators of WIDA ACCESS Online, WIDA ACCESS Paper, WIDA Alternate ACCESS, and/or WIDA ACCESS for Kindergarten must obtain certification to give the applicable assessment(s). Certification involves completing modules in the relevant training course(s) and passing a mastery quiz or quizzes. WIDA recommends that any testing staff who will have access to secure test materials also completes certification for the applicable assessment(s). Training for assessments that are scored locally must be completed annually; all other assessments must be completed every three years.

The following WIDA ACCESS courses will be available under Assessment Training (depending on permissions) in the WIDA Secure Portal:

- WIDA ACCESS for Kindergarten: Administration and Scoring
- Alternate ACCESS: Administration and Scoring
- WIDA ACCESS Paper: Administration
- WIDA ACCESS Online: Administration
- Speaking for Grades 1-5: Scoring WIDA ACCESS Paper
- Speaking for Grades 6-12: Scoring WIDA ACCESS Paper

Test administrators who will be administering the WIDA ACCESS Braille test will need to complete the WIDA ACCESS Paper: Administration training course, as well as the relevant grade-level specific Speaking training course(s), Speaking for Grades 1-5: Scoring WIDA Screener and WIDA ACCESS Braille, and/or Speaking for Grades 6-12: Scoring WIDA Screener and WIDA ACCESS Braille. Test administrators for braille must complete the Speaking test training courses specific to WIDA Screener and WIDA ACCESS Braille. All training must be completed prior to administering the assessment. LEA test coordinators can use the features of the WIDA Secure Portal to track educators' training completion prior to administering WIDA ACCESS.

District test coordinators should utilize the WIDA online and WIDA paper checklist on the [WIDA Illinois webpage](#) to verify steps prior to administration have been completed. The WIDA Illinois member page

has some resources available to districts to support preparation through completion of the ACCESS test administration. All paper testing materials must be returned to DRC at the end of testing.

Districts can contact DRC at wida@DataRecognitionCorp.com or 855-787-9615 with questions.

Accommodations into WIDA AMS

Staff who have completed the required training and security agreement document can enter accommodations into WIDA AMS based on the identified accommodations in a student's IEP or 504 plan. Available student accommodations can be found in the [Accessibility and Accommodation Manual](#) on the [WIDA webpage](#).

Districts can verify accommodations have been entered into WIDA AMS for students using the Manage Students tab and export a file. This file can be used to verify the accommodations for a student who has been identified as needing accommodations for ACCESS or alternate ACCESS. There are also accommodation checklists available in WIDA Secure Portal to help with tracking.

ACCESS and Alternate ACCESS During the Testing Window

Transferring Students

Students who need to be transferred in WIDA must have their SIS enrollment updated to reflect the new location. Once this is completed, a student can then be transferred to the new district in WIDA AMS. The district must complete a student transfer form within WIDA AMS. Once the form is completed, it takes 48 hours for the transfer to be completed.

Monitoring Testing

District users also have resources available within WIDA AMS to monitor online test administrations. District test coordinators should utilize these resources for monitoring online test administration. For paper administration, districts should monitor for completion and enter the correct information on the answer sheet in order for data to be matched to a student enrollment record in SIS.

ACCESS and Alternate ACCESS After the Testing Window

Materials Return Process

Districts must make arrangements for test material pickup after completing administration of the ACCESS and Alternate ACCESS. DRC sets a deadline for test material returns. Information regarding test material returns can be found on the WIDA Secure Portal.

Preliminary Data Validations

Preliminary data validations and corrections allow districts to review their data for accuracy and correct any errors. The initial review allows districts to correct any errors to ensure students' score reports have the right information based on their Pre-ID.

Corrections

The corrections window for ACCESS opens one week after the last test date for ACCESS and Alternate ACCESS in SIS. Districts should validate that the location of the student(s) is valid per SIS enrollment record.

In the ACCESS and Alternate ACCESS correction window, districts can utilize this time to enter a reason for no valid test attempt. Districts need to validate enrollments if a student is missing demographics, an enrollment record, or a program indicator. The preliminary score file is loaded in mid-May. Districts will make corrections in SIS to update the score file that will be sent back to DRC. Those corrections need to be completed by end of May (date will be announced in the Assessment and SIS end-of-year webinars, as well as on the [SIS Key Dates webpage](#) and [WIDA Illinois Member webpage](#)). All corrections need to be made prior to the last day in July. Reports are available within SIS to help with the correction process.

Section 3: District Identification, Screening, and Data Submission

Frequently Asked Questions

Home Language Survey FAQ

- 1. What if the responses given on the most recent HLS are different than the original HLS?**

Districts must discuss with the parent the reason for the changes. If the original HLS was completed accurately for the time it was given, the district should continue with placement based on the guidance given. If the family wishes to correct the most recent HLS to match the previous, they can, and the district makes note and keeps both copies. If the original HLS was completed erroneously, the district must contact multilingual@isbe.net for next steps.
- 2. Can a Local Education Agency (LEA) alter the questions of the HLS?**

No, the questions on the HLS are required to be used as written.
- 3. Can an LEA add additional questions to the HLS?**

Yes. The questions need to come after the signature line, and it should be indicated that the two required questions qualify a student for screening.
- 4. Can an LEA place a student into service if it is immediately apparent after completing the HLS that the student has very limited English language proficiency?**

No, the determination of EL status can only be made after a student takes the appropriate English language proficiency screener or if an exemption to screening applies. The HLS is not used to identify whether a child is an EL.
- 5. Does Illinois have a required HLS form?**

No. ISBE provides an [HLS template](#) that satisfies the legal requirements for the HLS and is translated into multiple languages that districts may use if they want. Districts may also create their own HLS as long as it meets the requirements of 23 Ill. Adm. Code 228.15:

“Identification of Eligible Students

a) Each school district shall administer a Home Language Survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:

- 1) Whether a language other than English is spoken in the student's home and, if so, which language; and
- 2) Whether the student speaks a language other than English and, if so, which language.

b) The Home Language Survey shall be administered in English and, if feasible, in the student's home language.

c) The Home Language Survey form shall provide spaces for the date and the signature of the

student's parent or legal guardian.

d) The completed Home Language Survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).”

6. Can a district change an HLS once it becomes apparent a student speaks a language other than English?

No. A district can talk to the parent/guardian to better explain the HLS, but the answers on the form are the decision of the parent/guardian.

7. The student’s original HLS/Screeners/ACCESS record was not in the temporary folder. What are the next steps?

Check the student record in SIS. The information there can be used to see the student’s EL record. The district may also reach out to previous district(s) to request the information.

8. Does the HLS need to be completed annually?

No, the HLS is only required to be completed upon initial enrollment in the district.

9. Can an HLS be digital?

Yes, the same rules regarding translation and maintenance of records apply to digital HLS. Two common errors are not having a signature and date line under the required questions and not maintaining the version of the HLS that is completed in a language other than English.

10. On the HLS, which question correlates to native language and which correlates to home language?

Neither. The questions on the HLS and the language fields in SIS do not correlate with each other. If the student qualifies as an English learner, then the language other than English listed on the HLS is the language that must be entered into the Native Language field in SIS.

11. How do I enter the HLS answers in SIS?

If a language other than English is the answer to either question, the Native Language field must be set to that language. In the case where the student’s language is a language other than English and the home language is identified as a different language other than English, it is the student’s language that is entered in the Native Language field.

Screening FAQ

1. Are districts required to ask parents’ permission before administering the English language proficiency screener?

No, districts do not need parents’ permission to screen for English language proficiency.

2. If a student transfers into our district and has already completed the WIDA Screener at their previous school, should we enter that data into our system, or is a new WIDA Screener required upon admission?

The EL Screener initially administered will stand and no additional screeners are needed unless the following is true:

- The student was identified as an EL
- There is a gap in data of more than 12 months without an ACCESS score or the Screener score is older than 12 months, **and**
- There is a change in district

In this case, the student should be rescreened.

3. Some students are indicated on the EL Screener report as needing an EL screener even though they are not marked as EL. How should this be handled?

Typically, students appear on the EL Screener report because they have a language other than English listed in SIS. They then need to be screened. If the district believes that a student is appearing on the EL Screener report in error, they should review the student's full SIS record and cumulative file to see if the student reclassified with ACCESS, did not qualify via a prior screener, or if there was an error in data entry. If the district needs support, please gather all evidence and contact multilingual@isbe.net.

4. A student enrolls from another WIDA state and has an HLS with Yes/Yes. The student has last year's ACCESS results. How do I enroll the student?

The HLS responses will be entered into the Home/Native Language fields appropriately. On the EL Screener tab, select "ACCESS for ELLs test results from another State." The test date and grade tested will be completed. The answer to "Was the student determined EL?" will be "Yes" if the student's composite score is below a 4.8 and "No" if the composite score is 4.8 or higher.

5. Do we screen students who are enrolling for IDEA services only?

The students will not be screened (enter "Private School Student" for students who attend a private school in Grades K-12 or "Not Tested" for all other students as the test administered), and the students will be entered as "EL-No." Once they enroll in the public school district full-time, even if they are outplaced by the district, the student will need to be screened for services and screening information.

SIS Data Entry FAQ

1. A student who moved into our district took the ACCESS last year and reclassified. How should we mark this student in the system? Do we need to rescreen them?

Once a student reclassifies with the ACCESS test, they are now considered "Former EL." The students should be monitored for two years after reclassification and listed as "EL-No" both in the district's LMS and in SIS. The district should not rescreen the student but should monitor their progress.

2. A student was marked as EL but moved out of the state before they could be screened, and now the district is unable to exit them due to missing mandatory EL data. Is there a way to exit these students from SIS without the required EL screening data, or is there an alternate procedure for cases like this?

The district will need to enter "Not Tested" for the EL Screener information on the Demographic tab. This will indicate that the student was not screened in the previous district and still requires a screener.

3. An HLS was submitted with the answers to both questions as "yes" and the language is American Sign Language. How do I enter this in SIS?

A student who speaks American Sign Language is not eligible for EL services. Enter American Sign Language into the Home and /or Native language fields as appropriate in SIS but do not screen the student. The student should be marked "EL-No."

4. The HLS has a language that is not listed in SIS. How do I enroll that student?

First, double check the list of SIS language codes. If the language is not there, email multilingual@isbe.net for assistance. A district may temporarily indicate “other” as the language; however, this should only be temporary and should be changed once an answer is provided and the language added to the SIS list.

5. The family listed a country that does not have an SIS code. How do I enroll that student?

Please reach out to multilingual@isbe.net for assistance.

6. How do I code students in a dual language program who are EL?

If the EL student's native language is the same as the target language for the DLBE programming, the following areas will need to be completed in SIS:

- Demographic
 - EL Screener
- Program Indicators
 - Native Language
 - Home Language
 - EL Indicator
 - Country of Birth
 - First Year in U.S. School
- Enrollments
 - Dual Language (choose one)
 - One-Way
 - Two-Way
- EL Information
 - Date First Enrolled in District/LEA
 - Date Student Enrolled or Re-entered to Receive EL Services
 - Date EL Services Ended
 - Only if student is withdrawn from the program
 - EL Placement – Status
 - TBE Full-Time
 - Class Periods Per Week
 - High
 - EL Services Provided
 - None of the Above

7. How do I code students in a dual language program who are EL but are enrolled in a dual language program that is not their native language?

If the EL student's native language is different from the target language for the DLBE programming, the following areas will need to be completed in SIS:

- Demographic
 - EL Screener
- Program Indicators
 - Native Language
 - Home Language
 - EL Indicator

- Country of Birth
- First Year in U.S. School
- Enrollments
 - Dual Language (choose one)
 - One-Way
 - Two-Way
- EL Information
 - Date First Enrolled in District/LEA
 - Date Student Enrolled or Re-entered to Receive EL Services
 - Date EL Services Ended
 - Only if student is withdrawn from the program
 - EL Placement – Status
 - TBE Part-Time
- This is a workaround for SIS not allowing districts to choose TPI if the language from HLS differs from the language of the dual language program.
 - Class Periods Per Week
 - High
 - EL Services Provided
 - None of the Above

8. How do you properly place EL students into advanced courses or move grade levels in SIS?

EL Status and Advanced Courses: EL status is enrollment-based, not course-based. A student's EL indicator remains "Yes" even if they are enrolled in advanced, accelerated, or gifted courses. Advanced course participation is tracked separately through the Gifted and Accelerated or College Course Assignment data collections; it does not change or remove a student's EL record. Students only exit EL status when they achieve a composite ACCESS score of 4.8 or higher.

Moving Grade Levels: Grade level changes are made through the Demographic/Enrollment tab in SIS, not the EL Information tab. The EL record itself does not drive grade-level placement; enrollment data and grade level are managed independently of EL coding.

9. How do we properly code private school students who are only receiving IDEA services?

Students who are only receiving IDEA services will not be tested for screening. The district would enter "Private School Student" for students who attend a private school in Grades K-12 or "Not Tested" for all other students as the test administered into the EL Screener as the assessment. This only applies to students who are in a private school placement or only coming in for speech. This does not apply to students who are outplaced for IDEA services by a school district.

10. How do I code private school students who are ELs?

Private school students are not coded in SIS unless they are receiving IDEA services.

11. How do I code private school students who are receiving Title III services?

Students who are in private school and receiving Title III services will not be loaded into SIS, and there is nothing for a district to complete.

12. How do I code students who are only receiving walk-in IEP services?

Students who attend a private school in Grades K-12 are marked as "Private School Student." All

other students are marked “Not Tested” as the test administered for the EL Screener and are marked “EL-No.” They will not receive services as the HLS does not apply.

SIS Data Report FAQ

- 1. On the eGMS EL Attendance Center Enrollment (Details) report, which language is used to prepopulate the table?**

Native Language is used to populate this report.

- 2. Why is SIS not showing how many students need to be screened and the percentage of how many have been screened in the district?**

It can take several weeks at the beginning of the year for student records in SIS to be transferred from the sending school to the receiving school. Uploads from the school district take at least 24 hours to appear in SIS. If records are not appearing in SIS, district administration should work with their district's SIS contact to ensure that the most recent data has been sent to SIS. Districts should also reach out to the sending schools in order to request that they complete the student transfer information in SIS.

ACCESS/SIS FAQ

- 1. Do EL students who are over the age of 18 need to take ACCESS? How do we enter students who are over 18 in SIS for ACCESS testing?**

If a student is identified as an EL and they have not graduated or aged out from high school, they must continue to be administered the ACCESS until they demonstrate English proficiency or they are over the age of 21. In rare cases, a student will turn 22 during the school year. These students will still take ACCESS. Enter their information into SIS the same way you would enter any other EL.

- 2. A student is outplaced for special education services and they need to be included in ACCESS testing. How do I enter this student in SIS?**

The student who is outplaced for special education services who also needs to take ACCESS should be identified through the ACCESS Pre-ID process by making sure the student's enrollment record has identified the special education school as the serving school and service provider. The student's testing school will be updated to either the serving or service provider school for the ACCESS testing school in Pre-ID. The home district can verify that the correct testing school is identified by downloading the ACCESS Pre-ID report in SIS.

- 3. Can EL students enrolled in private schools take the ACCESS test? How are they marked in SIS?**

In SIS, a student is identified as a private school student if the program indicator of “PSS” is marked “Yes.” Students who attend a private school and who are identified as EL are eligible to take the ACCESS test. The private school is responsible for covering the cost of the student taking the ACCESS test.

- 4. Why don't my Pre-ID Labels for ACCESS coincide with my EL list in SIS even with screening completed?**

The district will need to check the SIS records of the students who have a discrepancy or are not showing on the list. There may be errors in the SIS data for those students. Please reach out to multilingual@isbe.net if assistance is needed.

5. What do I need to do when a student reclassifies on ACCESS?

The district will need to update the student to “EL-No” in the LMS and upload to SIS. The district will also need to monitor the student for two years after reclassification.

SIS Data Error Correction FAQ

1. A student has English as both their home and native language, yet they are still marked as EL. How can we correct this?

Districts can edit the Native Language and Home Language fields. The district first needs to verify the initial/original HLS with the information in SIS and update as needed. Then the district should reach out to multilingual@isbe.net for review/support of the EL designation.

2. A student was manually marked as "EL-No," but the "Current EL" status remains on the Program Indicators page, despite the information on the EL Information tab indicating a "Past EL Record" with an erroneous entry. When will the “Current EL” status be cleared, or what needs to be done to ensure it no longer appears?

The flag takes 24-72 hours to be applied to the EL status as the changes happen in the warehouse. This will only change if there is a true error from the current year and no past EL information tabs or past ACCESS scores. If there is an existing EL record that the district needs support with (and review of a student’s EL record/status), please reach out to multilingual@isbe.net.

3. What is the correct procedure for exiting students with an erroneous EL enrollment in SIS? The next steps are determined based on unique factors in the student’s history. For a student who was “Never EL,” no other EL information is entered into SIS. Changing the student to “EL-No” will fix the misidentification. For all other scenarios, please reach out to multilingual@isbe.net for support.

4. What is the correct process to mark an EL record as erroneous?

If the student does not have a previous EL record, the erroneous entry happened within the current school year, and the student has not taken ACCESS, then the district may turn the EL indicator to “EL-No” and the EL Information tab will automatically indicate “erroneous entry” under the current year EL information. If the student has a previous EL record, either from a previous school or district, and the current district believes the EL designation to be erroneous, please reach out to multilingual@isbe.net for support.

5. If a student has an EL record marked as “Past EL Record” and there is no end date listed, it causes the EL indicator to show as “EL-No” despite the student still needing to take the ACCESS test. How can I correct this record to reflect the student’s current EL status?

If there is not a 12-month gap in data between when the previous ACCESS score was received, then the district should change the student’s EL indicator to “EL-Yes.” If the last ACCESS scores for the student were more than 12 months prior, then the student will need to be rescreened. Please contact multilingual@isbe.net for assistance.