Statewide SIS Training

Student Information System

School Year 2019
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Accessing SIS
SIS School Year at a Glance
Batch Files
Ed360
ISBE Contact Information
Presenters

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  *IS Project Manager*

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  *ISBE SIS Business Analyst*

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  *ISBE SIS Business Analyst*

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  *SIS Development Team*

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  *SIS Development Team*

- Samita Ghimire  
  *SIS Development Team*

- Amsa Easwaran  
  *SIS Development Team*

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  *ISBE SIS IT Technical Lead*

- Pavi Shetty  
  *ISBE SIS Business Analyst*
Objectives

- Efficient material presentation - cover over 200 slides an hour (no break included)
- Discuss SIS data updates
  - Update local student software package and send updates
  - Search SID – Enrollment tab – 90%
- Identify source information of data categories and due dates
  - https://www.isbe.net/Pages/Student-Information-System-Key-Dates.aspx
- Explain common problems exiting a student’s enrollment
  - Missing Data: District Status Panel - Data Completion Status Chart
- System functionality review - SIS is a pattern driven system: new collections will function the same as old collections
  - Online
  - Batch Files
  - Reports
Resource documents are readily available:

- Located on the ISBE SIS webpage at https://www.isbe.net/Pages/Student-Information-System.aspx

- ISBE SIS Announcements
  - User Manual
  - Validations Document
  - File Format Layouts
  - Excel Templates
    - Tips for Completing (Data Collection Name) Template
    - Steps for Creating and Uploading (Data Collection Name)

- Data Elements
- Archived Meetings and Presentations
- Frequently Asked Questions
ISBE Contact Information

• Assistance is available when you need it:

• ISBE Help Desk
  • (217) 558-3600 – Option 3 – 8:00 a.m. to 5:00 p.m.
  • help@isbe.net

• ISBE SIS Information Website
  • https://www.isbe.net/Pages/Student-Information-System.aspx
Student Information System (SIS) Overview
Overview: The Student Information System

• **SIS Functions**
  
  • Assigns a unique student identifier (SID)
  
  • Collects demographic, enrollment, performance, and program participation data for each student
  
  • Interfaces with internal ISBE Systems
  
  • Tracks students from school/facility to school/facility and district to district within the state
  
  • Provides schools, districts and facilities the ability to report timely and accurate data/information through standardized reporting capabilities
  
  • Accepts data entered either online or via the batch process
Overview: The Student Information System

- Provide better quality data to drive more enlightened policy decisions resulting in enhanced educational opportunities for all children

- Reduce data collection burden on schools, districts, and facilities

- Enhance the use and relevance of state data by districts and schools

- Respond to the accountability and reporting requirements of ESSA and other federal and state education programs
Increased importance of providing timely and accurate student enrollment data

- Enrollment Start and End Dates
- Grade Level
- Home School RCDTS (School for the area where the student resides)
- Serving School RCDTS (School where student attends, course is taught, & teacher assigned)
- Service Provider RCDTS (Entity providing services for the student that may not be the Serving School)
- Student can have only one Home school RCDTS but multiple Serving schools (Area Career Centers, Special Education Private Facilities, Regional Safe Schools, etc.)
ISBE Data Transfer Web Service for Batch Automation

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

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

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

All SIS formats are supported.

300+ Districts are currently using the web service.
Data submitted to SIS is used for the following reports:

- Student Course Assignment
- Teacher Course Assignment
- Student Discipline
- Advanced Coursework (Dual Credit, AP and IB)
- Freshman on Track
- 8th Graders Taking Algebra I
- Graduation Rates
- Drop Out Rates
- Multiple Measures Index (MMI)
- Annual Measureable Achievement Objectives (AMAO)
- eGMS

- Every Student Succeeds Act (ESSA)
- Evidence Based Funding (EBF)
- Kindergarten Development Survey (KIDS)
- Employment Information System (EIS)
- Regional Safe School Funding (RSSP)
- Special Education Claims (ISTAR)
- IDEA Part B State Performance Plan/Annual Performance Report
- E-Report Card
- Vocational Funding
- ED360
- Data Quality Dashboard
- Senate Bill 1
Overview: The Student Information System

• **SIS User Access Levels**
  - **View Only** - Search for a Student ID and view all reports
  - **RCDT General User** - RECOMMENDED FOR SEARCHING. General users can access functions to request new Statewide Student Identifiers for an individual student and to search for an existing Statewide Student Identifier. General users can be district-based or school-based personnel and act on behalf of the whole district.
  - **RCDT Admin** - RECOMMENDED FOR UPLOADING SIS DATA. This individual is the RCDT Administrator (or his/her designee) responsible for submitting batch files to the Illinois State Board of Education (ISBE). The RCDT Admin has signatory authority and certifies that the submitted data is correct to the best of his/her knowledge and belief.
  - **ISBE Admin** - ISBE USE ONLY. This individual is an ISBE employee with administrator rights.
• Depending on your role, you may be able to access:
  • Student Level data
  • Summary data
  • Economic indicators
  • Downloadable data

• All users of the secure portal, regardless of role, are obligated to Protect Student Privacy. All secure roles enable student data access to some degree and the data is not redacted like the public portal.

• You are legally and ethically obligated to safeguard the confidentiality of these student records.

• https://www.isbe.net/_layouts/15/WopiFrame.aspx?source=doc=(B351FC2E-6C27-4B5C-BADC-19E88A299AD4)&file=ISBE_Overview_to_Student_Data_Privacy_in_IL.pptx&action=default&DefaultItemOpen=1
Accessing SIS
Accessing SIS

- Access SIS through ISBE’s Web Application Security System (IWAS)
- Link to IWAS from ISBE’s Homepage at https://www.isbe.net/Pages/Student-Information-System.aspx
- Find the IWAS User Guide on the IWAS Login Screen
• Enter Login information or select the Sign Up Now link
• SIS Homepage (Announcements)

- The final DL M-AA Pre-ID updates were uploaded to KITE on 03/09/2016.
- The final PARCC Pre-ID updates were uploaded to PearsonAccessTest on 03/06/2016.
- For new and exited enrollments, please refer to the PARCC Student Mobility Guidance document.
- The ACCESS Correction window is now open. Scores will not be posted until 05/09/2016.
• SIS District Status Panel
SIS School Year at a Glance
Student Registration

- Parents Complete Home Language Survey

1st Day of School (Fall Term) - Enroll Students into SIS
- Submit Student Demographics Enrollment data
  - Birth to 3
  - Pre-K (Early Childhood)
    - Submit Early Childhood Outcomes Entry Rating for Pre-K students with IEP’s
  - K-12
- Key Date: September 28, 2018, by 4:00 p.m.
  - ACCESS Site File and Testing Window
- Key Date: October 26, 2018, by 4:00 p.m.
  - Eligible for Immigrant Education Program data due and extracted from SIS for funding eligibility and allocation calculations
Key Date: November 16, 2018, by 4:00 p.m.
- Fall Enrollment submissions due
- Service Provider data due (IDEA Services Students only)
- Student Addresses due (IDEA Services Students only)

Key Date: December 28, 2018, by 4:00 p.m.
- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records

End of Fall Term
- Submit any completed Fall Student Course Assignments
- Submit any completed Fall Teacher Course Assignment Exit Records
- Submit Teacher Course Assignment Exit Records
• 1st Day of Spring Term
  • Submit any new Student Course Assignments without End Date/Final Grade
  • Submit any new Teacher Course Assignment Entry

• Key Date: February 8, 2019, by 4:00 p.m.
  • Last SIS Upload to DLM-AA Vendor (Kite)

• Key Date: February 14, 2019
  • DLM-AA Data Lockdown in Kite

• Key Date: March 6, 2019
  • Last Day of ACCESS Testing
SIS School Year at a Glance

- Key Date: March 14, 2019
  - DLM-AA Testing - Earliest Start Date
- Key Date: March 29, 2019, by 4:00 p.m.
  - EL Data due for the Population of the eGMS Ceiling Calculator Funding Allocation Report
- Key Date: April 16, 2019 4:00 p.m.
  - School Year 2019 Spring Enrollment Counts Deadline
  - 504 Plan Data Due
- Key Date: May 9, 2019
  - DLM-AA Testing – Latest End Date
- Key Date: May 7, 2019
  - ACCESS Scores Posted in SIS
- Key Date: May 10, 2019
  - DLM-AA First Day of Assessment Corrections
- Key Date: May 24, 2019
  - ACCESS Last Day of Assessment Corrections
• End of Spring Term
  • Submit completed Student Course Assignments

• Submit data and verify accuracy of:
  • Prenatal
  • Birth to 3 data
  • Caregiver Demographic data (Birth to 3)
  • College Course Assignments
  • Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEP’s
  • EL Information
  • EL Screener
  • Homeless data
  • Immigrant data
  • Outside Course Assignments (Grades 9-12 only)
  • Regional Safe School Program (RSSP) data
  • Service Provider data (Students with IDEA Services' only)
  • Student Address data (Students with IDEA Services' only)
  • Student Course Assignments (Pre-K - Grade 12)
  • Teacher Course Assignments (Pre-K - Grade 12)
SIS School Year at a Glance

- Key Date: July 31, 2019
  - ACCESS Posting of Final Scores
- Key Date: July 31, 2019, by 4:00 p.m.
  - Exit All Enrollments for 2019 School Year
  - Student Discipline Groups data submissions due
- Key Date: August 15, 2019, by 4:00 p.m.
  - Adjusted Cohort Graduation Rates Finalized
  - Freshman on Track Finalized
  - Percent 8th Graders Taking Algebra I
  - Advanced Coursework (IB, AP, and Dual Credit)
  - Student Mobility
  - Chronic Absenteeism
  - Chronic Truancy
Key Date: August 1, 2018
Submit Student Demographics Enrollment Data

• Requesting a New SID or Adding an Enrollment
  • Evaluation
  • Pre-K (Early Childhood)
  • Birth to 3 & Grades Kindergarten-12
• Request New SID
• Request New SID - Enter Mandatory Student Attributes
### Request New SID – Search Results

#### Student Information System

**Request New SID - Potential Match Summary**

<table>
<thead>
<tr>
<th>Search Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Smith</td>
</tr>
</tbody>
</table>

A SID for the student potentially exists. The matches found are displayed below. Please review each individual record before requesting a new SID. If any are a match to your student information, please click the SELECT button.

#### Search Results: 1 potential student matches found.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>DOB</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Birth Place Name</th>
<th>Native Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMITH</td>
<td>ADAM</td>
<td></td>
<td>11/01/2011</td>
<td>Male</td>
<td>Black or African American</td>
<td>st louis MO</td>
<td>English</td>
</tr>
</tbody>
</table>

**SID:** 123456789

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Race/Ethnicity</th>
<th>Birth Place Name</th>
<th>Native Language</th>
<th>Mothers' Maiden Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMITH</td>
<td>ADAM</td>
<td></td>
<td>Black or African American</td>
<td>st louis MO</td>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RCDTS for Home</th>
<th>RCDTS for Serving</th>
<th>Enrollment Date</th>
<th>Grade</th>
<th>Percent of Day Attended (PDA)</th>
<th>Exit Date</th>
<th>Exit Status</th>
<th>Exit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>50082189022306</td>
<td>50082189022306</td>
<td>08/22/2016</td>
<td>Pre-K</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Select] [Request New SID]
Demographic Validations

• Date of Birth
  • Format is mm/dd/yyyy
  • Students must be between 1 day and 22 years old
  • Birth to 3 students must be born on or before the Enrollment date and less than 3 years of age
  • On the enrollment Start Date students must be at least 3 years of age - Non-IEP students cannot be older than 5; IEP students may be 6. Students that Start an Early Childhood program can be enrolled even after they 6 for Non-IEP students and 7 for IEP students.

• Name Fields
  • Use only alpha characters and spaces, or one hyphen
  • Periods, commas, and apostrophes are not accepted
    • Middle Name Exception: Asterisk is accepted for “no legal middle name”
    • Space or apostrophe in names such as O’Brien should be removed and submitted as OBrien
    • If appropriate (such as for Hispanic children), use mother’s maiden name followed by a hyphen (-) and then the father’s last name (no spaces)
• **Home school RCDTS validations**
  • Only Home School/Facility Districts may add/update public school district, or other state funded school.
  • The Serving RCDTS cannot end in “9000” date Student data. (Home, Serving, and Service Provider facilities can add and update Student Course Assignments.)
  • Home RCDTS codes cannot end in 0000, 90xx, 93xx, or 92xx
    • Private facilities with codes ending in 0000 should contact the ISBE Helpdesk
  • Home RCDTS for Entry/Grade Levels 01 through 12 cannot be a 3000 school

• **Serving School RCDTS validations**
  • Code cannot end in “0000” if an ROE

• **RCDTS breakdown**
  • R Region Code 2 Characters
  • C County Code 3 Characters
  • D District/Serving Entity Code 4 Characters
  • T Type Code 2 Characters
  • S School Code 4 Characters
County Juvenile Detention Centers

- ISBE communicated newly created detention center RCDTS codes to districts with a detention center located in their boundaries.

- Starting August 1, 2018 students being served at a detention center must be enrolled with the following rules:
  - Home School entered as the public school closest to the detention center
  - Serving School entered as the newly created detention center RCDTS code
Student Demographics Enrollment Data

Student Demographics Enrollment File Format

- Student ID
- SAP ID
- Legal Last Name
- Legal First Name
- Legal Middle Name
- Lineage Code
- Mother's Maiden Name
- Race Code
- Gender Code
- Birth Date
- Birth Place Name
- Reading 1st Indicator
- Reading Improvement Block Grant Indicator
- Title 1 Indicator
- Eligible for Immigrant Education Program
- Home Language
- Native Language
- HomelessIndicator
- Migrant Indicator
- Private School Student
- Military Connected Student Indicator
- SES Indicator
- EL Indicator
- IDEA Services
- Dual Language
- Language of Instruction
- FRL/Low Income Indicator
- 21st Century Indicator
- Enrollment Type
- Enrollment Date
- RCDTS for Home School
- RCDTS for Serving School
- Entry/Grade Level
- School Year
- PDA - Percent of Day Attended
- Tuition-In
Percent of Day Attended (PDA)

The percentage of a FULL day the student attends.

- Acceptable values will be .01 to 1.00.
- The value must be $> 0$ and $\leq 1.00$ (If only one enrollment exists, the value will typically be 1.00; multiple Enrollments should usually add up to 1.00)

Note - PDA can be found in the following SIS Batch File Formats:

- Demographic Enrollment
- Demographics and Early Childhood
• **Enrollment Validations**
  • A student can be actively enrolled in only one Home School
  • A student may attend multiple Serving Schools
  • School Year must be the current school year (2019)
  • Enrollment date must be in mm/dd/yyyy format and within the date range of July 1 to July 31 for the current School Year (i.e. 07/01/2018, through 07/31/2019)
  • Enrollment Date cannot be a future date
  • Student should only be entered as “Original entry to US schools” one time
• Enrollment Validations (Continued)

  • The “Enrollment Date” must be greater than the student’s previous “Exit Date”, unless the previous enrollment record was identified as “Erroneous”.
    • The Enrollment Date is the first day of full attendance and the Exit Date is the last full day of enrollment the student completed.

  • Home School, Serving School, and Grade Level cannot be updated in an existing record. If they are incorrect, the student enrollment must be “exited” and a new, accurate enrollment record must be created instead.

  • Student cannot have more than one active enrollment in different grade levels.

  • If using the batch process to submit the data, all Early Childhood students (Pre-K) must be entered using the Demographic and Early Childhood V2 File Format.

  • Students cannot re-enroll after they graduate (i.e., if exit code 06 was used)
• Enrollment Validations (New)

• Dual Language & Language of Instruction
  • If Dual Language is either of the following then Language of Instruction is Mandatory
    • 01 - Two Way Immersion
    • 02 - One Way Immersion
  • Only the Demographic Enrollment File or the Demographic and Early Childhood file can be used to update Dual Language and Language of Instruction
  • If Dual Language is “03 – Not in a Dual Language Program”, then Language of Instruction is not required and will be ignored if sent
  • Only the Home District can update the Dual Language indicator
  • If Dual Language is updated back to “Not in a Dual Language Program” we remove the Language of instruction.
  • Allow Dual Language updates to student’s active enrollment(s) via batch only (for now).

• Tuition-In (01- Yes, 02 – No)
  • “Evaluation”, “Birth to 3”, “Pre-K” (ages 3-5) can NOT be Tuition-in “Yes”
  • Private School (PSS) Can NOT be Tuition-In
• Request New SID – Search Results
• **Grade Level = Evaluation (22)**
  - For potential IDEA Services students (required by I-STAR)
  - Only available when Requesting a New SID Online
  - Birth to 22 years old
• SIS/I-Star Interaction
  • All Students MUST have SIDs
    • Parochial students
    • Birth to 3
    • Students evaluated and NOT served
  • Accurate Enrollment Districts and Dates directly affect funding
    • RCDTS for Home = Resident District in I-Star
    • RCDTS for Service Provider in SIS = Serving District in I-Star
    • RCDTS for Serving in SIS = Serving School in I-Star
    • Enrollment/Exit Dates in SIS must encompass Begin/End Dates in I-Star
  • I-STAR assumes SIS data is accurate
  • I-STAR will provide errors when it validates against SIS data that does not match.
    • Changes may need to be made in I-STAR or SIS.
  • If I-STAR records are dis-approved, claims cannot be submitted and there will be an impact on funding for the district
For 2019, ISTAR will be implementing a couple of changes in how we are matching with SIS enrollments.

- For students placed at a special ed private facility (Fund B or F), ISTAR will be matching the private facility RCDTS to the SIS Serving School
  - The change will be that we will be matching to the SCHOOL level, not just the district level.
  - **This means** that staff will need to know the specific program at the facility that the student is placed in order to choose the correct RCDTS.
- For students who are home schooled (Fund P), ISTAR will be expecting an enrollment in the current school year.
  - This is a change because ISTAR has not required a current enrollment prior to SY 2019.
  - **This means** that staff will need to know how to enter a student who is not attending the school full time.
IDEA Services

- 01 – Yes (IEP/ISP)
- 02 – No

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

- IDEA Services students will have one Service Provider identified for each enrollment.
  - Service Provider will default to the Serving RCDTS
    - Serving RCDTS code that uniquely identifies the school/program where a student is being educated
New Special Education Report: SIS and I-STAR Alignment Report
New SIS and I-STAR Alignment Report: Errors Only
# Illinois State Board of Education

## Student Information System

### 2017 SIS and I-STAR Alignment Report

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

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

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**Home District RCDS:** 123456789012345

**Home District Name:** ISBE SD 101

**Selection Criteria:** Sorted by: Home District Errors, Name

<table>
<thead>
<tr>
<th>SIS</th>
<th>Name</th>
<th>Date of Birth</th>
<th>Enrollment Start</th>
<th>Enrollment End</th>
</tr>
</thead>
<tbody>
<tr>
<td>999999999</td>
<td>Test, Student A</td>
<td>01/01/1000</td>
<td>Approval Start:</td>
<td>Approval End:</td>
</tr>
<tr>
<td>SIS -</td>
<td>Home School:</td>
<td>Serving School:</td>
<td>Provider School:</td>
<td>IEP Ind or PSS Ind:</td>
</tr>
<tr>
<td>- I-Star -</td>
<td>Resident District: 123456789</td>
<td>Serving District: 123456789</td>
<td>No Match</td>
<td>No Match</td>
</tr>
<tr>
<td>999999999</td>
<td>Test, Student B</td>
<td>01/01/1000</td>
<td>Approval Start:</td>
<td>Approval End:</td>
</tr>
<tr>
<td>SIS -</td>
<td>Home School:</td>
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<tr>
<td>- I-Star -</td>
<td>Resident District: 123456789</td>
<td>Serving District: 123456789</td>
<td>No Match</td>
<td>No Match</td>
</tr>
</tbody>
</table>
• Early Childhood (Pre-K) Enrollment Validations
  • If IDEA Services is Yes, the Home RCDTS must be a public school
  • All students must be at least 3 years old on the 1st day of class (enrollment date)
  • Non-IEP Student must be less than 5 years old on the first day of class
  • IEP Student must be less than 6 years old on the first day of class.
    • If the student was enrolled in a Early Childhood Program when they were 5 or 6 years of age, the system will allow them to enroll even after turning 6 (IDEA Services = No) or 7 (IDEA Services = Yes).

• Early Childhood Validations
  • When the student is actively enrolled in the District, only the Home District may update the student’s Early Childhood record
  • All dates must be in the mm/dd/yyyy format and cannot be future dates
  • If the Eligibility Determination Date or the IEP Completion Date is after the student’s third birthday, Reason for Delay in Transition cannot be No Delay
  • The IEP Completion Date must be equal to or greater than the Eligibility Determination Date
  • The Date Services Began must be equal to or greater than the IEP Completion Date
Student Demographics Enrollment Data

Pre-K Ages 3-5 Collection for School Year 2019
(Demographic and Early Childhood File)

- Classroom Location
- Preschool for All Classroom
- IDEA Services Received
- Inclusive IEP Service
- Preschool for All Expansion
- Head Start Funding
- CPS Value Preschool
- Title I Funding
- IDEA Funding
- Local District Funding
- Tuition Based Funding
- Previous Enrollment in an Early Childhood Program
- Early Head Start (Birth to 3)
- Prevention Initiative (Birth to 3)
- Early Intervention (Birth to 3)
- Child Care
Pre-K Ages 3-5 Collection (Demographic and Early Childhood File)

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

- The child is from a family whose income is less than 50%, 100%, 200% or 400% the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2)
  - 01 – 50% at or below the Federal Poverty Level
  - 02 – 100% at or below the Federal Poverty Level
  - 03 – 200% at or below the Federal Poverty Level
  - 04 – 400% at or below the Federal Poverty Level
  - 05 – Above Federal Poverty Level
  - 06 – N/A For Homeless or Youth in Care  Retired
  - 07 – Did Not Collect  (Only applicable if Local District Funding, Tuition Based Funding or the student is Homeless or Youth in Care)

There will be a new Early Childhood collection to satisfy the requirements of PA 100 - 105. *The release date is still being determined*

- Requirements of this Act will be collected in the disciplinary screen, providing suitable options in the disciplinary actions, durations etc. dropdowns. Also be adding a new screen to capture site-level information and mental health consultant information.
• Early Childhood Validations Flow

- Early Childhood Student (Pre-K ages 3-5)

- Was child in Early Intervention?
  - No
  - Yes

- Was child Referred by the CFC (Child and Family Connections)
  - No
  - Yes

**Subsequent Mandatory Data**

- Referral by Child and Family Connections (CFC)
- Early Intervention (EI) Number
- Eligibility Determination Date
- IEP Indicator
- Reason for Delay in Transition
- IEP Completion Date
- Date Services Began
• Early Childhood Validations Flow

Yes

Was child identified as IEP?

Yes

The following fields are Mandatory:
- Referral by CFC
- E.I. Number
- Eligibility Determination Date
- Reason for Delay in Transition
- IEP Completion Date
- Date Services Began

The following fields should remain blank:
- IEP Completion Date
- Date Services Began

Yes

No

Link to Reference – https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx
• Student Enrollment - Early Childhood link
• Early Childhood Data Entry Screen
• **Program Indicator Validations**
  
  • If student is English Learner (EL), the Native Language cannot be English.
    • Once set to “Yes”, the EL Indicator cannot be updated to “No” until the EL record contains all the mandatory data and the appropriate Date EL Services Ended and Reason for Ending EL Services.
    • To meet proficiency the minimum Overall Composite Proficiency Level must be 4.8.
    • If ALL requirements are met, the student's EL indicator should be “No”, otherwise it should remain set to “Yes”.
  
  • For additional information, please visit: [https://www.isbe.net/Pages/English-Learners.aspx](https://www.isbe.net/Pages/English-Learners.aspx).
• **Program Indicator Validations**
  • Supplemental Educational Services (SES) indicator for Pre-K must be set to “No”
  • When enrolling a Birth to 3 student (Grade Level “00”), the following mandatory fields will be set to “02” or “No” when the file is processed or will be forced “No” online
    • 21st Century Indicator
    • Individuals with Disabilities Education Act Services Indicator (IDEA)
    • English Learners Indicator (EL)
    • Private School Student Indicator (PSS)
    • Title 1 Indicator
    • Supplemental Education Services Indicator (SES)
• Program Indicator Validations
  • Students Under Evaluation will have the following mandatory Program Indicators set to “No”:
    • Homeless
    • 21st Century Indicator
    • IDEA Services
    • English Learner (EL)
    • Private School Student (PSS)
    • Free or Reduced Price Lunch (FRL) / Low Income
    • Title 1 Indicator Must be set to - Not a Participant in Title I Program
    • Supplemental Educational Services (SES)
  • Native and Home Language must be provided for all grade levels
• **Private School Student Indicator (PSS)**
  • A private school student is a student whose parent/guardian has chosen to enroll the student in a nonpublic school (e.g., parochial) for general education, with the parent(s) bearing the cost of the student’s private education. This includes students who are being home schooled by their parents.
  • Students with disabilities who are being served by the district under an IDEA Individualized Services Plan (ISP).
  • Students who are dually enrolled in a nonpublic school and in their public school district of residence (i.e., their home district) in order to take career and technical education (CTE) coursework at a public school.

• **Private School Student Indicator (PSS) Validations**
  • Grades Pre-K – 12
  • If IDEA Services is “Yes” and Private School Student (PSS) is “No” the student is IEP (Individual Education Plan)
  • If IDEA Services is “Yes” and Private School Student (PSS) is “Yes” the Student is ISP (Individual Service Plan)
Military-Connected Student (ESSA Requirement)

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

Rules

- Must be the same for dual enrolled students
- If in the middle of an enrollment the legal guardians are no longer members of the armed forces, maintain Yes until the next enrollment
  - If unknown set to “no”
  - https://www.isbe.net/Pages/Children-of-Military-Families.aspx
### Request New SID - Program Indicators Screen

#### Mandatory Indicators

- **Homeless**
- **21st Century Community Learning Centers**
- **IDEA Services**
- **English Learner (EL)**
- **Native Language**
- **Home Language**

#### Optional Indicators

- **Reading 1st**
- **Reading Improvement Block Grant**

#### Immigrant Student Program

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

*Optional if student leaves U.S. then re-enrolls, enter the number of months the student was gone.*
• Request New SID – Review
• New SID Assigned!
Use Search SID to update student data or to Add an Enrollment

• View Student Demographics, EL Screener, or Student Address Information (Demographic Tab)

• Add an Enrollment and Update Program Participation data (Enrollment Tab)
  • Add Enrollment

• Update Program Indicators (EL, IDEA Services, Immigrant, Homeless, etc…)(Program Indicators Tab)

• Update EL Data (EL Tab)
• Search SID
• Search SID – Search Results
• Search SID – Student Details
• 90% of data to be reported can be found on the Enrollment Tab
ACCESS Site File and Testing Window
SIS School Year at a Glance

• Key Date: September 28, 2018, by 4:00 p.m.
  • ACCESS Site File and Testing Window

• Key Date: November 16, 2018, by 4:00 p.m.
  • Fall Enrollment Counts Deadline
  • Service Provider data due (IDEA Services Students only)
  • Student Addresses due (IDEA Services Students only)

• Key Date: October 26, 2018, by 4:00 p.m.
  • Eligible for Immigrant Program Data Due and Extracted from SIS for Funding Eligibility and accountability Allocations.
ACCESS Site File and Testing Window

• What is the purpose of the Site file and Testing window collection?
  • To transmit ACCESS assessment administration information to Data Recognition Corporation (DRC) for creation of accounts in the WIDA-AMS system, and to notify the state of the need for alternate ACCESS testing dates.

• What needs to be reported?
  • Report the ACCESS Testing Window for the entire district or individual school
    • All schools within the district will default to the regular testing window.
      • Regular Testing Window 01/16/2018 to 02/19/2018
      • Waiver 1 Test Window 01/23/2018 to 02/26/2018
      • Waiver 2 Test Window 01/30/2018 to 03/05/2018
• **What else needs to be reported?**
  
  • Site Coordinator, Technology Coordinator, and the Shipping Information for the entire district or an individual school
  
  • ISBE will populate all schools in the district with the “Superintendent” as the Site Coordinator and the Technology Coordinator. The Shipping address will be defaulted to the district office.
• ACCESS Test Site Information
## ACCESS Site File and Testing Window

**Student Information System (SIS)**

### ACCESS Test Site Information

#### Student Information System

**ACCESS Testing Information**

<table>
<thead>
<tr>
<th>School:</th>
<th>Annette Officer Elementary -- 2038</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dunbar Elem School -- 2032</td>
</tr>
<tr>
<td></td>
<td>East St. Louis Senior High School -- 0043</td>
</tr>
<tr>
<td></td>
<td>East St. Louis-Lincoln Middle Sch -- 1026</td>
</tr>
<tr>
<td></td>
<td>Gordon Bush Elementary -- 2035</td>
</tr>
<tr>
<td></td>
<td>James Avant Elementary School -- 2056</td>
</tr>
<tr>
<td></td>
<td>James E. Williams Learning Center -- 3069</td>
</tr>
<tr>
<td></td>
<td>Kate Harper-Wright Elem -- 2054</td>
</tr>
<tr>
<td></td>
<td>Mason/Clark Middle Sch -- 1007</td>
</tr>
<tr>
<td></td>
<td>Miles D. Davis Elementary School -- 2051</td>
</tr>
</tbody>
</table>

#### Testing Window:

Regular Test Window 01/11/2016 To 02/10/2016

#### Test Administration

**Site Test Coordinator**  
First Name: Monica  
Last Name: Smith  
Phone Number: 217-8992731  
Fax Number:  
E-mail: Monica.Smith@bella.com

**Technology Coordinator**  
First Name: Monica  
Last Name: Smith  
Phone Number: 217-8992731  
Fax Number:  
E-mail: Monica.Smith@bella.com

**Shipping Information**

- Attention: Monica Smith  
- Address Line 1: 100 North First St  
- Address Line 2:  
- City: Springfield  
- State: IL  
- ZIP: 62701  
- ZIP + 4: 1907

**Edit**
• **ACCESS Test Site Information**
Reviewing Fall Enrollment Numbers
• Key Date: September 28, 2018, by 4:00 p.m.
  • ACCESS Site File and Testing Window

• Key Date: November 16, 2018, by 4:00 p.m.
  • Fall Enrollment Deadline
  • Service Provider data due (IDEA Services Students only)
  • Student Addresses due (IDEA Services Students only)

• Key Date: October 26, 2018, by 4:00 p.m.
  • Eligible for Immigrant Program Data Due and Extracted from SIS for Funding Eligibility and accountability Allocations.
What reports should I review before the November 16, 2018, Fall Enrollment deadline?

- Student Demographic (Summary/Detail)
- Student Enrollment (Summary/Detail)
- Current Enrollment vs. Previous Enrollment
- Enrollment Grade Discrepancies
- Enrollment Anomalies
Reviewing Fall Enrollment Data

- SIS Reports – Demographics (Summary)
• Demographics (Summary) – Criteria
### 2017 Demographics (Summary)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students:</td>
<td>467</td>
<td></td>
</tr>
<tr>
<td>Race: Black or African American</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Race: Hispanic or Latino</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Race: Two or More Races</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Race: White</td>
<td>438</td>
<td></td>
</tr>
<tr>
<td>Native Language: Albanian/Gheg(Kosovo/Macedon)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Language: English</td>
<td>464</td>
<td></td>
</tr>
<tr>
<td>Native Language: Spanish</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Home Language: Albanian/Gheg(Kosovo/Macedon)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Home Language: English</td>
<td>466</td>
<td></td>
</tr>
<tr>
<td>Gender: Male</td>
<td>236</td>
<td></td>
</tr>
<tr>
<td>Gender: Female</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>Reading First</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
• SIS Reports – Demographics (Detail)
• Demographics (Detail)
### Reviewing Fall Enrollment Data

- **Demographics Detail Report**

#### 2017 Demographics (Detail)

| Student ID | Student Name     | Birth Date | Birth Place        | Home RCDTS | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|------------|------------------|------------|--------------------|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 123456789 | Smith, Michael John | 01/01/2002 | Springfield Illinois | 012345678901234 | F | 16 | 8 | 03 | N | N | 13 | 000 | 000 | N | N | N | N | N | N | N | N | N | N |
| 123456789 | Smith, Michael John | 01/01/2002 | Springfield Illinois | 012345678901234 | M | 16 | 8 | 03 | N | N | 13 | 000 | 000 | N | N | N | N | N | N | N | N | N | N |
| 123456789 | Smith, Michael John | 01/01/2002 | Springfield Illinois | 012345678901234 | F | 11 | 4 | 01 | N | N | 13 | 001 | 000 | Y | N | N | N | Y | N | N | N | N | N |
• SIS Reports – Enrollment (Summary)
• Enrollment Summary Report
Reviewing Fall Enrollment Data

- SIS Reports – Enrollment (Detail)
### Enrollment Detail Report

**Illinois State Board of Education**

**Student Information System**

**Enrollment (Detail)**

<table>
<thead>
<tr>
<th>SID</th>
<th>Name</th>
<th>Date of Birth</th>
<th>Home School / District RCD/TS: 12345678912</th>
<th>Home School / District Name: ISBE Test District 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, John Michael</td>
<td>01/01/2006</td>
<td>Provider:</td>
<td>Selection Criteria: Currently Enrolled Students Only</td>
</tr>
<tr>
<td></td>
<td>123456789012345</td>
<td></td>
<td>Grade: 5</td>
<td>FTE: 1.00</td>
</tr>
<tr>
<td></td>
<td>123456789012345</td>
<td></td>
<td>Provider:</td>
<td>Grade: 9</td>
</tr>
<tr>
<td></td>
<td>123456789012345</td>
<td></td>
<td>Provider:</td>
<td>Grade: 8</td>
</tr>
<tr>
<td></td>
<td>123456789012345</td>
<td></td>
<td>Provider:</td>
<td>Grade: 9</td>
</tr>
</tbody>
</table>
Reviewing Fall Enrollment Data

- SIS Reports - Current Enrollment vs Previous Enrollment
### 2017 Current Enrollment vs. 2016 Previous Enrollment

<table>
<thead>
<tr>
<th>ISBE Test School</th>
<th>2016 Enrollment</th>
<th>2017 Enrollment</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - Grade 9</td>
<td>32</td>
<td>44</td>
<td>37%</td>
</tr>
<tr>
<td>10 - Grade 10</td>
<td>40</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>11 - Grade 11</td>
<td>23</td>
<td>39</td>
<td>69%</td>
</tr>
<tr>
<td>12 - Grade 12</td>
<td>32</td>
<td>25</td>
<td>28%</td>
</tr>
<tr>
<td>5 - Grade 5</td>
<td>34</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td>6 - Grade 6</td>
<td>38</td>
<td>33</td>
<td>15%</td>
</tr>
<tr>
<td>7 - Grade 7</td>
<td>38</td>
<td>35</td>
<td>8%</td>
</tr>
<tr>
<td>8 - Grade 8</td>
<td>40</td>
<td>39</td>
<td>2%</td>
</tr>
</tbody>
</table>

Criteria: 123456789012345
Reviewing Fall Enrollment Data

- SIS Reports – Enrollment Grade Discrepancies
Reviewing Fall Enrollment Data

• Enrollment Grade Discrepancies Report

2017 Enrollment Grade Discrepancies Report

Shown in this report are discrepancies between grades served in SIS (Student Information System) and EPS (Entity Profile System). To correct these discrepancies please either change the grades served data in SIS or make the change in EPS (both systems are available through IWAS). The grades served in EPS can only be updated by authorized people at the School District level, so please contact your district office if grades served data needs to be changed for one or more schools. If you have any additional questions about this report, please contact the Technology Support Call Center at 217-556-3600. Thank you.

<table>
<thead>
<tr>
<th>ISBE Test Elem</th>
<th>Enrollments in Grades Not Served</th>
<th>Non IEP Count</th>
<th>IEP Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789012345</td>
<td>6 - Grade 6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8 - Grade 8</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Reviewing Fall Enrollment Data

• SIS Reports – Enrollment Anomalies
### Reviewing Fall Enrollment Data

- **Enrollment Anomalies Report**

#### Illinois State Board of Education
**Student Information System**
**Student Enrollment Grades Report**

- **SIS Home District:** 12345678901
- **ISBE Test District**
- Criteria: Students with Current Enrollment Anomalies Only, Show Only Current and Previous Year Enrollments

#### Enrollment Anomalies

- Total Students: 1,201
- Students With Anomalies: 87
- Percentage With No Anomalies: 92.76%

<table>
<thead>
<tr>
<th>ID</th>
<th>Surname</th>
<th>First Name</th>
<th>Gender</th>
<th>DOB</th>
<th>Homeless</th>
<th>IEP</th>
<th>Serving RCDTS</th>
<th>Serving RCDTS</th>
<th>Grade</th>
<th>Enroll</th>
<th>Exit</th>
<th>Exit Type</th>
<th>Year</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
<th>Home RCDTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345678901</td>
<td>Smith</td>
<td>Michael</td>
<td>F</td>
<td>05/02/1991</td>
<td>09/10/2013</td>
<td></td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>9</td>
<td>08/21/2013</td>
<td>07/14/2014</td>
<td>05 - Promotion</td>
<td>2015</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12345678901</td>
<td>Jones</td>
<td>Anne</td>
<td>F</td>
<td>10/19/1996</td>
<td>05/25/2014</td>
<td></td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>11</td>
<td>08/21/2013</td>
<td>05/19/2015</td>
<td>05 - Promotion</td>
<td>2015</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
<td>12345678901234</td>
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<td>12345678901234</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Current Year Enrollment Anomalous Codes:
- 1. Student Promoted in previous year but stayed in same grade.
- 2. Student Promoted in previous year but moved up more than 1 grade.
- 3. Student Promoted in previous year but moved down in grades.
- 4. Student Not Promoted in previous year but moved up in grades.
Reviewing Fall Enrollment Data

• What reports to review after the November 16, 2018 Fall Enrollment deadline?
  • Fall Enrollment Counts (Summary)

• What are Fall Enrollment Counts used for?
  • Evidence Based Funding (EBF)
  • Special Education Approval & Reimbursement (SEARS)
  • Every Student Succeeds Act (ESSA)
  • Profile of Special Education
  • IDEA Allocations
  • Special Education Report
  • EDEN
  • Teacher Loan Cancellation Program
  • Enrollment projection
  • Report Card Reports
  • Illinois State Report Card
  • Physical Education Exemption Report
  • School Technology Revolving Loan Program
  • Teacher Service Records
  • Early Childhood eGMS Grants
Reviewing Fall Enrollment Data

• SIS Reports – Fall Enrollment Counts

- Fall Enrollment Counts
  - Spring Enrollment Counts
  - Homeless Counts
- End of Year Reports
  - High School Dropouts
  - High School Graduates
  - Student Expulsions
  - Student Discipline
  - Student Suspensions
• Fall Enrollment Counts Criteria
Reviewing Fall Enrollment Data

- Fall Enrollment Counts Report

---

**Fall Enrollment Counts for 2015 School Year**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>3916</td>
<td></td>
</tr>
<tr>
<td>Race: American Indian or Alaska Native</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Race: Asian</td>
<td>858</td>
<td></td>
</tr>
<tr>
<td>Race: Black or African American</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Race: Hispanic or Latino</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>Race: Native Hawaiian or Other Pacific Islander</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Race: Two or More Races</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Race: White</td>
<td>2601</td>
<td></td>
</tr>
<tr>
<td>Native Language: Albanian,Gheg(Kosovo,Macedon)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Language: Amharic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Language: Arabic</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Native Language: Assyrian (Syriac, Aramaic)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

SIS Home District: 12345678901  ISBE Test District
Selection Criteria: Enrolled As Of = 09/30/2014

6/10/2015  10:38 am
• Key Date: September 28, 2018, by 4:00 p.m.
  • ACCESS Site File and Testing Window

• Key Date: November 16, 2018, by 4:00 p.m.
  • Fall Enrollment Counts Deadline
  • Service Provider data due (IDEA Services Students only)
  • Student Addresses due (IDEA Services Students only)

• Key Date: October 26, 2018, by 4:00 p.m.
  • Eligible for Immigrant Program Data Due and Extracted from SIS for Funding Eligibility and accountability Allocations.
Service Provider - Required for I-STAR

• Service Provider will default to the Serving RCDTS.
  • The Serving RCDTS code uniquely identifies the school/program where a student is educated.

• Service Provider is the entity providing services to the student and may or may not be the serving location.
  • Service Provider data can only be edited by Home district (either online or batch file).
  • For improved security, Service Providers will only be able to view students for which they provide services.
  • Service Providers have the ability to enter Student Course Assignments.
  • Reports and request files will be modified to include Service Provider information.
• Student Enrollment – Service Provider Link
• Student Enrollment – Service Provider Edit
• SIS Reports – Enrollment Report (Service Provider)
• Enrollment Report (Service Provider)
### Enrollment Report (Service Provider)

**Illinois State Board of Education**

**Student Information System**

**Enrollment (Detail) for School Year**

<table>
<thead>
<tr>
<th>SID</th>
<th>Name</th>
<th>Date of Birth</th>
<th>Home:</th>
<th>Serving:</th>
<th>Provider:</th>
<th>Grade</th>
<th>FTE</th>
<th>Start</th>
<th>End</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Doe, Jane</td>
<td>01/01/2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>333333333</td>
<td>Smith, Michael</td>
<td>06/02/2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students Address
(IDEA Services Students Only)
SIS School Year at a Glance

- **Key Date: September 28, 2018, by 4:00 p.m.**
  - ACCESS Site File and Testing Window

- **Key Date: November 16, 2018, by 4:00 p.m.**
  - Fall Enrollment Deadline
  - Service Provider data due (IDEA Services Students only)
  - Student Addresses due (IDEA Services Students only)

- **Key Date: October 26, 2018, by 4:00 p.m.**
  - Eligible for Immigrant Program Data Due and Extracted from SIS for Funding Eligibility and accountability Allocations.
- Student Address
  - Online
  - Batch

- Students exited that do not already have an active address record that have IDEA Services set to “Yes” must have an address record

- SIS will collect both the student’s primary address (the resident household) and an optional secondary address
  - The student address must be provided for a student in grades Pre-K - 12 AND the IDEA Services indicator has been set to “Yes” in SIS
• SIS will only check for an IDEA Services student’s address upon exit enrollment - if the student is not IDEA Services at that time, the address validation will not be enforced

• Students may or may not be IDEA Services when address data is submitted (An address may be provided for a non-IDEA Services student; however, it is not required)

• Address may only be provided by the Home district of the active enrollment
  • Home district can change the status from Active to Inactive to remove the address record
• Student Demographics – Student Address Link
• View Student Addresses
- Edit Student Addresses
• What SIS report displays the Student Address Data?
  • Student Address Reports
### Student Address Report

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>SIS Home District</th>
<th>ISBE Test District</th>
<th>Birth Date</th>
<th>IEP</th>
<th>Address Completed</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>1234567890</td>
<td>ISBE Test District</td>
<td>06/05/2010</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 ISBE Street. ISBE IL 66666</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Jones, Janice</td>
<td>1234567890</td>
<td>ISBE Test District</td>
<td>01/12/2012</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 ISBE Street. ISBE IL 66666</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Wilson, Don</td>
<td>1234567890</td>
<td>ISBE Test District</td>
<td>06/20/2007</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 ISBE Street. ISBE IL 66666</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Carry, Jim</td>
<td>1234567890</td>
<td>ISBE Test District</td>
<td>11/29/2001</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 ISBE Street. ISBE IL 66666</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eligible for Immigrant Program
• **Key Date: September 28, 2018, by 4:00 p.m.**
  • ACCESS Site File and Testing Window

• **Key Date: November 16, 2018, by 4:00 p.m.**
  • Fall Enrollment Deadline
  • Service Provider data due (IDEA Services Students only)
  • Student Addresses due (IDEA Services Students only)

• **Key Date: October 26, 2018, by 4:00 p.m.**
  • Eligible for Immigrant Program Data Due and Extracted from SIS for Funding Eligibility and accountability Allocations.
Eligible Immigrant student represents a student, ages 3-21, who was NOT born in any of the 50 states, the District of Columbia or Puerto Rico and who has been attending schools in the U.S. for less than three full academic years.

- If Student ID was created within the last 3 years, the “Country of Birth” and “Date First Enrolled in a U.S. School” must be submitted before the student can be exited.
  - If the **Country of Birth** is other than the “United States” a **Date first Enrolled in a U.S. School** must also be provided.

- Immigrant data can be submitted either online or via the batch process.

- On October 26, 2018, the Eligible for Immigrant Education count for each district is extracted and used to determine immigrant education program funding eligibility and funding allocations.
  - Students that exceed three years in SIS will not be counted.
  - Birth to 3 students will be excluded.
Eligible for Immigrant Program

- Country of Birth - Country codes
  - SIS Data Elements: [https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx](https://www.isbe.net/Pages/SIS-Data-Elements-approved-codes-and-indicators.aspx)

- First Date of Entry into a U.S. School will be optional if the “Country of Birth” is one of the following:
  - 1000 (*U.S.*)
  - 9030 (*Puerto Rico*)

- If a student leaves the U.S., then re-enrolls, enter the number of months the student was gone (online only)
  - Optional unless the student left the U.S. and then returned to school here
• **Eligible for Immigrant link – Program Indicators Tab**

![Image of Student Information System (SIS) Program Indicators tab](image-url)
• Eligible for Immigrant Entry – Program Indicators Tab
• What SIS report displays the Eligible for Immigrant Data? – Eligible for Immigrant Reports
<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Birth Date</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Country of Birth</th>
<th>First Date of Entry into a US School</th>
<th>Number of Months left the country</th>
<th>Eligible For Immigrant Student</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789123456</td>
<td>123456789123456</td>
<td>United States of America</td>
<td>07/01/2013</td>
<td>0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789123456</td>
<td>123456789123456</td>
<td>United States of America</td>
<td>08/03/2011</td>
<td>0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789123456</td>
<td>123456789123456</td>
<td>United States of America</td>
<td>08/12/2013</td>
<td>0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789123456</td>
<td>123456789123456</td>
<td>Guatemala</td>
<td>01/29/2015</td>
<td>0</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Student Course Assignment
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records
- Preschool Student Course Assignment
- Verify Teacher and Student Course Assignments
- Career and Technical Education (CTE) Courses
- College Course Assignments
- Outside Course Assignments
Student Course Assignment Resources:  [https://www.isbe.net/Pages/Illinois-State-Course-System.aspx](https://www.isbe.net/Pages/Illinois-State-Course-System.aspx)

- Student Course Assignment Catalogs
  - Prior to Secondary Course Catalog (Grades Pre-K – 8)
  - Secondary Course Catalog (Grades 9 – 12)
State Course Code Updates

New Transitional Math Secondary Courses

- Added - 02055A001 - High School Transitional Math 4 – STEM
- Added - 02201A001 - High School Transitional Math 4 – Quantitative Literacy and Statistics
- Added - 02153A001 - High School Transitional Math 4 – Technical Math (CTE)

Updated catalogs can be found at [https://www.isbe.net/Pages/Illinois-State-Course-System.aspx](https://www.isbe.net/Pages/Illinois-State-Course-System.aspx)
**Student Course Assignment**

**Use a Secondary Course Code if you are providing High School Credit:**

- **52052A000 Algebra I**
  - If high school credit, use - 02052A000

- **52061A000 Integrated Math-Multiyear Equivalent**
  - If high school credit, use - 02061A000

- **52069A000 Algebra-Other**
  - If high school credit, use - 02069A000

- **52074A000 Principles of Algebra and Geometry**
  - If high school credit, use - 02074A000

- **52075A000 Particular Topics in Geometry**
  - If high school credit, use - 02075A000

- **52079A000 Geometry-Other**
  - If high school credit, use - 02079A000
• **Update/Edit Student Course Assignments**
  - The following elements must match to update the Student Course Assignment record:
    - SID
    - Home RCDTS
    - Serving RCDTS
    - School Year
    - Term
    - State Course Code
    - Section Number

• Total Attendance and Actual Attendance can be sent with the start of the course and updated throughout the term.
**Term Definitions**
- Y1 = Year Long (Pre-K - 8 only)
- Y2 = Year Long Summer (K - 8 only)
- S1 = Semester 1
- S2 = Semester 2
- S3 = Semester Summer
- T1 = Trimester 1
- T2 = Trimester 2
- T3 = Trimester 3
- T4 = Trimester Summer
- Q1 = Quarter 1
- Q2 = Quarter 2
- Q3 = Quarter 3
- Q4 = Quarter 4
- Q5 = Quarter Summer

*All Course Credit Values must greater than 0.000 and less than or equal to 3.000*
- There are no longer restrictions on acceptable values for each term.
• **Credit Validations (Prior to Secondary Courses Grades Pre-K - 8)**
  • Primary goals: To better reflect the specific curriculum and to help link Teacher Course Assignments to Student Course Assignments
  • Prior to Secondary (K-8) - Student Course Assignments may be submitted as Year Long, Semesters, Quarter, or Trimesters. **Pre-K (Ages 3-5) is Y1 only.**

<table>
<thead>
<tr>
<th>Y1</th>
<th>Year Long 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y2</td>
<td>Year Long 2 (Summer)</td>
</tr>
<tr>
<td>S1</td>
<td>Semester 1 (Fall)</td>
</tr>
<tr>
<td>S2</td>
<td>Semester 2 (Spring)</td>
</tr>
<tr>
<td>S3</td>
<td>Semester 3 (Summer)</td>
</tr>
<tr>
<td>T1</td>
<td>Trimester 1 (Fall)</td>
</tr>
<tr>
<td>T2</td>
<td>Trimester 2 (Winter)</td>
</tr>
<tr>
<td>T3</td>
<td>Trimester 3 (Spring)</td>
</tr>
<tr>
<td>T4</td>
<td>Trimester 4 (Summer)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q1</th>
<th>Quarter 1 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>Quarter 2 (Fall)</td>
</tr>
<tr>
<td>Q3</td>
<td>Quarter 3 (Spring)</td>
</tr>
<tr>
<td>Q4</td>
<td>Quarter 4 (Spring)</td>
</tr>
<tr>
<td>Q5</td>
<td>Quarter 5 (Summer)</td>
</tr>
</tbody>
</table>
Student Course Assignment

• Credit Validations (Secondary Courses Grades 9-12)
  • Primary goals: To better reflect the specific curriculum and to help link Teacher Course Assignments to Student Course Assignments AND to collect complete transcript-level course data
  • High School Student Course Assignments may be submitted as Semesters or Trimesters

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Semester 1 (Fall)</td>
</tr>
<tr>
<td>S2</td>
<td>Semester 2 (Spring)</td>
</tr>
<tr>
<td>S3</td>
<td>Semester 3 (Summer)</td>
</tr>
<tr>
<td>T1</td>
<td>Trimester 1 (Fall)</td>
</tr>
<tr>
<td>T2</td>
<td>Trimester 2 (Winter)</td>
</tr>
<tr>
<td>T3</td>
<td>Trimester 3 (Spring)</td>
</tr>
<tr>
<td>T4</td>
<td>Trimester 4 (Summer)</td>
</tr>
</tbody>
</table>
• **Reporting Student Course Assignments (Pre-K-12)**

  • Student Course Assignments are entered at the beginning and end of each term or when a student changes courses

• **Submitting Final Letter Grades for Student Course Assignments**

  • Final Letter Grades must be submitted at the end of each term

  • For all Pre-K-2 courses (and when possible for 3-12 courses), SIS will populate courses that are missing Final Letter Grades according to the Exit Type Code provided at the time the enrollment is exited
  - **SIS will not overwrite Final Letter Grades that have already been submitted**
  - Home, Serving or Service Provider Schools can update the Final Letter Grade at any time
When a student enrollment is exited, the following grades will be applied:

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
<th>Pre-K</th>
<th>Prior to Secondary Courses (K-2)</th>
<th>Prior to Secondary Courses (3-8)</th>
<th>Secondary Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Transfer to another public school within the district</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>3</td>
<td>Transfer to Home Schooled</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>4</td>
<td>Transfer to Private School</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>5</td>
<td>Promotion</td>
<td>31</td>
<td>P (24)</td>
<td>Must be Provided</td>
<td>Must be Provided</td>
</tr>
<tr>
<td>6</td>
<td>Graduated</td>
<td></td>
<td></td>
<td></td>
<td>Must be Provided</td>
</tr>
<tr>
<td>7</td>
<td>Death</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>8</td>
<td>Expulsion</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>9</td>
<td>Dropped Out</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>10</td>
<td>Transfer to GED program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Moved, not known to be continuing</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>12</td>
<td>Retained in same grade or demoted to a lower grade</td>
<td>31</td>
<td>R (25)</td>
<td>Must be Provided</td>
<td>Must be Provided</td>
</tr>
<tr>
<td>14</td>
<td>Aged Out</td>
<td></td>
<td></td>
<td></td>
<td>W (17)</td>
</tr>
<tr>
<td>15</td>
<td>Certificate of Completion</td>
<td></td>
<td></td>
<td></td>
<td>W (17)</td>
</tr>
<tr>
<td>17</td>
<td>Change in Serving School or Percent of Day Attended</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>18</td>
<td>Moved Out of the United States</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>19</td>
<td>Transfer to another public school district out of Illinois</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>20</td>
<td>Transfer to another public school district in Illinois</td>
<td>31</td>
<td>N (26)</td>
<td>N (26)</td>
<td>W (17)</td>
</tr>
<tr>
<td>99</td>
<td>Erroneous enrollment</td>
<td>99</td>
<td>99</td>
<td>99</td>
<td>99</td>
</tr>
</tbody>
</table>
• **Student Course Assignment Validations**
  
  - Student Course Assignment can be added or updated via the following:
    
    - Online
    - Batch
  
  - The Home, Serving and Service Provider District *can* submit Student Course Assignment data
    
    - The Home District is still ultimately responsible for ensuring data is collected; the Home, Serving and Service Provider districts must communicate to determine who is entering the data
  
  - Student does NOT need to be actively enrolled at the time of submission
  
  - No Student Course Assignments can be entered prior to school year 2011 (Earliest Student Course Start Date is 07/01/2010)
  
  - Serving school and Service Provider school can only view courses for students it is serving
• **Student Course Assignment Validations**
  • To add or to update a record, the student must have a valid district enrollment record in SIS with the following characteristics:
    • Enrollment record Home RCDTS matches Student Course Assignment record Home RCDTS
    • Enrollment record Serving RCDTS matches Student Course Assignment record Serving RCDTS
    • Enrollment School Year matches Student Course Assignment School Year
    • Course Start Date must be equal to or greater than the Student’s Enrollment Date
    • Course End Date must be equal to or less than the Student’s Exit Enrollment Date
    • Enrollment Exit/Withdrawal Type does not equal Code 99 (Erroneous Enrollment)
Student Course Assignment

- **Student Course Assignment Validations**
  - A school can view and edit all Student Course Assignment data for the enrollments where it is identified as the Home School, Serving School or Service Provider School.
  
  - SIS ensures active enrollment can view all Student Course Assignments:
    - Once the student is enrolled, all past assignments can be viewed.
### Student Course Assignment - Student Enrollment Link

#### Student Information System (SIS)

<table>
<thead>
<tr>
<th>SID: 123456789</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal First Name: Michael</td>
</tr>
<tr>
<td>Legal Last Name: Smith</td>
</tr>
</tbody>
</table>

**Student Enrollment: Active**

<table>
<thead>
<tr>
<th>Enrollment Type for Serving</th>
<th>School Year for Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer in from another District</td>
<td>2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RCDS for Home</th>
<th>RCDS for Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>200218922002012</td>
<td>200218922002012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Date for Serving</th>
<th>FTE for Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/14/2014</td>
<td>0.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional Safe School Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Exit Date</th>
<th>Exit Status</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Course Assignment</th>
</tr>
</thead>
</table>

[Add Enrollment]
• View Courses
- Add Courses
- View Courses
Student Course Assignment

Edit Courses

NOTE: To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IVS Illinois Virtual School, and Correspondence Course, please use the Outside Course Assignment page.
• View Courses

Student Information System

SID: 23456789
Legal Last Name: Smith
Legal First Name: Michael
Middle Name:
Home BCRTS: 500821902002043
Serving BCRTS: 500821902002043
Enrollment Date: 08/14/2014
Exit Date:

Catalog Type: [ ] Prior to Secondary Courses [X] Secondary

Subject Area: 01 - English Language Arts
State Course: 0101A000 - English/Language Arts I (9th grade)
Academic Term: [ ] Select -

Course Assignments

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>State Course Id</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start</th>
<th>End</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>0101A000</td>
<td>English/Literature (juniors and seniors)</td>
<td>159A</td>
<td>08/14/2014</td>
<td></td>
<td>0.50</td>
<td>- Select -</td>
</tr>
</tbody>
</table>

NOTE:
To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IVS Illinois Virtual School, and Correspondence Course, please use the [Outside Course Assignment page](#).

Have questions or need help? Contact our Call Center (217)555-3600 between 7:00am - 5:00pm CST, Monday – Friday or Click here to Contact Us.
*Review Courses*

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Academic Term</th>
<th>State Course Id</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start</th>
<th>End</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>01052A000</td>
<td>English/Literature (Juniors and seniors)</td>
<td>ISSA</td>
<td>08/14/2014</td>
<td>0.50</td>
<td>- Select -</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE**
To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IVS Illinois Virtual School, and Correspondence Course, please use the Outside Course Assignment page.
The Student Information System (SIS) is used to manage student information. The page is titled 'Student Course Assignment', and it includes a section for viewing student details.

- **Student Enrollment #2**

The student's information includes:
- **Legal Last Name:** Smith
- **Legal First Name:** Michael
- **Legal Middle Name:**

The enrollment status is active, and the enrollment type is 'Transfer in from another District'. The school year for serving is 2015, and the RCDTS for Home is 506821690220043. The RCDTS for Service Provider is 506821690220043. The enrollment date is 08/14/2014. The FTE for serving is 0.50.

The page also includes options for viewing details, such as student demographics, student enrollment, program indicators, and EL information.
• View Courses

NOTE
To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IVS Illinois Virtual School, and Correspondence Course, please use the "Outside Course Assignment" page.
- SIS Reports – Student Course Assignment
# Student Course Assignment Report

### 2015 Student Course Assignment - Course Information (Detail)

**SIS Home School:** 123456789012345  
**ISBE Test District:**

**Selection Criteria:**

<table>
<thead>
<tr>
<th>Term</th>
<th>State Course Code</th>
<th>Section</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>51008A000</td>
<td>ESL002</td>
<td>English as a Second Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Private School</th>
<th>Serving</th>
<th>Grade</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Credit</th>
<th>Start Date</th>
<th>Dual</th>
<th>Articulated</th>
<th>End Date</th>
<th>Grade A/T</th>
<th>Attend A/T</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>No</td>
<td>12345678912345</td>
<td>6</td>
<td>General</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/18/2014</td>
<td>No</td>
<td>No</td>
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<td>/</td>
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<tr>
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<td>12/19/2014</td>
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<td>/</td>
<td>B+</td>
</tr>
<tr>
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<td>General</td>
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<td>No</td>
<td>No</td>
<td>12/19/2014</td>
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<td>A</td>
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<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>No</td>
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<td>7</td>
<td>General</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/18/2014</td>
<td>No</td>
<td>No</td>
<td>12/19/2014</td>
<td>/</td>
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<tr>
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<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>No</td>
<td>12345678912345</td>
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<td>General</td>
<td>Traditional</td>
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<td>10/01/2014</td>
<td>No</td>
<td>No</td>
<td>12/19/2014</td>
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<td>/</td>
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</table>

**Total Students In This Section:** 5

<table>
<thead>
<tr>
<th>Term</th>
<th>State Course Code</th>
<th>Section</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>51008A000</td>
<td>ESL3001</td>
<td>English as a Second Language</td>
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</table>

<table>
<thead>
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<th>Student ID</th>
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<th>Birth Date</th>
<th>Private School</th>
<th>Serving</th>
<th>Grade</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Credit</th>
<th>Start Date</th>
<th>Dual</th>
<th>Articulated</th>
<th>End Date</th>
<th>Grade A/T</th>
<th>Attend A/T</th>
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<td>Jones, Anna</td>
<td>01/01/2000</td>
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<td>General</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/18/2014</td>
<td>No</td>
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<td>B</td>
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<tr>
<td>123456789</td>
<td>Jones, Anna</td>
<td>01/01/2000</td>
<td>No</td>
<td>12345678912345</td>
<td>8</td>
<td>General</td>
<td>Traditional</td>
<td>0.50</td>
<td>09/20/2014</td>
<td>No</td>
<td>No</td>
<td>12/19/2014</td>
<td>/</td>
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<td>01/01/2000</td>
<td>No</td>
<td>12345678912345</td>
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<td>General</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/20/2014</td>
<td>No</td>
<td>No</td>
<td>12/19/2014</td>
<td>/</td>
<td>/</td>
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</tr>
</tbody>
</table>

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**Footer:**

- SIS Home School: 123456789012345  
- ISBE Test District:
Teacher Course Assignment
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records
- Preschool Student Course Assignment
- Verify Teacher and Student Course Assignments
- Career and Technical Education (CTE) Courses
- College Course Assignments
- Outside Course Assignments
• The Teaching Location District or the Employer District will submit Teacher Course Assignments and “One Teacher to One Student Instruction” data.

• All teachers submitted must have an IEIN number.

• Teacher Course Assignments can be added or updated via Online or Batch.
Teacher Course Assignment Entry

- **Teacher Course Start Date** - First day of attendance for the teacher
- **EIS Position Codes** *(formerly - Role of Professional)* – Teachers Position Code in the Employment Information System (EIS)
- **Teacher to Course Commitment** - Numeric value of the teacher’s course commitment during the duration of the course (decimal format, where 1.00 represents a full-time commitment to the course)
### EIS Position Codes (Role of Professional) *(NEW)*

<table>
<thead>
<tr>
<th>Position Code</th>
<th>Position Code Description</th>
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<tbody>
<tr>
<td>200</td>
<td>Teacher</td>
</tr>
<tr>
<td>201</td>
<td>Reading Teacher</td>
</tr>
<tr>
<td>202</td>
<td>Bilingual Education Teacher</td>
</tr>
<tr>
<td>203</td>
<td>English as a Second Language Teacher</td>
</tr>
<tr>
<td>204</td>
<td>Visiting International Teacher</td>
</tr>
<tr>
<td>207</td>
<td>Speech Language Pathology Teacher</td>
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<tr>
<td>208</td>
<td>Career and Technical Educator (CTE)</td>
</tr>
<tr>
<td>250</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>251</td>
<td>Bilingual Special Education Teacher</td>
</tr>
<tr>
<td>601</td>
<td>Resource Teacher Arts(Visual Art, Music, Drama, and Theatre)</td>
</tr>
<tr>
<td>602</td>
<td>Resource Teacher History</td>
</tr>
<tr>
<td>603</td>
<td>Resource Teacher Government/Civics/Political Science</td>
</tr>
<tr>
<td>604</td>
<td>Resource Teacher English/Language Arts</td>
</tr>
<tr>
<td>605</td>
<td>Resource Teacher Reading</td>
</tr>
<tr>
<td>606</td>
<td>Resource Teacher Math</td>
</tr>
<tr>
<td>607</td>
<td>Resource Teacher Science (all sciences)</td>
</tr>
<tr>
<td>608</td>
<td>Resource Teacher Foreign Language</td>
</tr>
<tr>
<td>609</td>
<td>Resource Teacher Economics</td>
</tr>
<tr>
<td>610</td>
<td>Resource Teacher Elementary</td>
</tr>
<tr>
<td>611</td>
<td>Resource Teacher Other</td>
</tr>
<tr>
<td>699</td>
<td>Citywide Resource Teacher</td>
</tr>
</tbody>
</table>
Teacher Course Assignment Exit

- **Actual Attendance (Classes)** - Actual number of class periods of attendance teacher attended per course during the term
- **Total Attendance (Classes)** - Total number of class periods of attendance available for the teacher for this course during the term
- **Teacher Course End Date** - Last day of attendance for the teacher
- **Reason for Exit** - Reason why teacher exited the course
  - 01 Course Ended
  - 02 Teacher Resigned/Reassigned/Terminated
  - 03 Leave of Absence
  - 04 Death
  - 05 Teacher Expulsion
  - 99 Erroneous Course Assignment
Teacher Course Assignment

- Teacher Course Assignment Online Process
- SIS District Status Panel
Teacher Search
Teacher Course Assignment

• Potential Match Summary Page
• Select Teaching Location
• Edit Teacher Course Assignments
• Add Course
Teacher Course Assignment

Select Course Details

Click here to add a New Course Assignment

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>State Course ID</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start Date</th>
<th>End Date</th>
<th>Exit Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>0300634000</td>
<td>General Math</td>
<td></td>
<td>08/14/2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **Submit Teacher Course Assignments**

  • When Teacher Course Assignment is submitted first, a new system enhancement will automatically exit the Teacher Course Assignment when all the corresponding Student Course Assignments are exited.

  • When all Student Course Assignments for a **Section** have received a Final Letter Grade, SIS will populate the Teacher Course Assignment “Course End Date” and “Reason for Exit” via an overnight process.
    
    • Teacher Course End Date will be set to the last Student Course End Date.
    • Reason for Exit will be set to 01- Course Ended.

  **Note:** School districts can still update course data after course completion data has been submitted.
Teacher Course Assignment Report

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or click here to Contact Us.
### 2015 Teacher Course Assignment

#### Teacher Information

- **Teaching Location:** 121345678912345  ISBE Test School
- **Selection Criteria:** Sorted By: Name

<table>
<thead>
<tr>
<th>Role of Professional</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Teacher of Record</td>
<td>01</td>
<td>Teacher of Record</td>
</tr>
<tr>
<td>02 Professional Contributor</td>
<td>02</td>
<td>Professional Contributor</td>
</tr>
<tr>
<td>03 Student Teacher</td>
<td>03</td>
<td>Student Teacher</td>
</tr>
<tr>
<td>04 Substitute Teacher</td>
<td>04</td>
<td>Substitute Teacher</td>
</tr>
<tr>
<td>05 Reading/Math Specialist</td>
<td>05</td>
<td>Reading/Math Specialist</td>
</tr>
<tr>
<td>06 Technology Specialist</td>
<td>06</td>
<td>Technology Specialist</td>
</tr>
<tr>
<td>07 Social Worker/Psychologist/Counselor</td>
<td>07</td>
<td>Social Worker/Psychologist/Counselor</td>
</tr>
<tr>
<td>08 Speech/Language Pathologist</td>
<td>08</td>
<td>Speech/Language Pathologist</td>
</tr>
<tr>
<td>09 Teacher of Record - Self-Contained Special Education Classroom</td>
<td>09</td>
<td>Teacher of Record - Self-Contained Special Education Classroom</td>
</tr>
<tr>
<td>10 Proctor</td>
<td>10</td>
<td>Proctor</td>
</tr>
</tbody>
</table>

#### Reason For Exit Codes

- 01 - Course Ended
- 02 - Teacher Resigned
- 03 - Leave of Absence
- 04 - Death
- 05 - Teacher Expulsion
- 06 - District Resigned
- 09 - Erroneous

| IEIN: 9999999999 | Teacher Name: Smith, Michael | Birth Date: 01/01/1956 | Teaching Location RCDTS: 121345678912345 |

<table>
<thead>
<tr>
<th>State Course Code-Title</th>
<th>Local Course Code-Title</th>
<th>Term</th>
<th>Section</th>
<th>Employer RCDTS</th>
<th>Role of Professional</th>
<th>Teacher Commitment</th>
<th>Start Date</th>
<th>Attendance A / I</th>
<th>Exit Date</th>
<th>Exit Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>53237A000-Science (grade 7)</td>
<td>SC76-SCIENCE 76</td>
<td>S1</td>
<td>SC76002</td>
<td>123456789123456</td>
<td>01</td>
<td>1.00</td>
<td>08/18/2014</td>
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<tr>
<td>53237A000-Science (grade 7)</td>
<td>SC07-SCIENCE-7TH</td>
<td>S1</td>
<td>SC07001</td>
<td>123456789123456</td>
<td>01</td>
<td>1.00</td>
<td>08/18/2014</td>
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<tr>
<td>53237A000-Science (grade 7)</td>
<td>SC07-SCIENCE-7TH</td>
<td>S1</td>
<td>SC07002</td>
<td>123456789123456</td>
<td>01</td>
<td>1.00</td>
<td>08/18/2014</td>
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<tr>
<td>53237A000-Science (grade 7)</td>
<td>SC76-SCIENCE 76</td>
<td>S1</td>
<td>SC76003</td>
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<td>01</td>
<td>1.00</td>
<td>08/18/2014</td>
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<td></td>
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</tr>
<tr>
<td>53237A000-Science (grade 7)</td>
<td>SC76-SCIENCE 76</td>
<td>S2</td>
<td>SC76002</td>
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<td>1.00</td>
<td>01/05/2015</td>
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<td>53237A000-Science (grade 7)</td>
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<td>01</td>
<td>1.00</td>
<td>01/05/2015</td>
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**Teacher Course Assignment**

**SIS Reports – Teacher Course Assignment**
Preschool Student Course Assignments
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records
- Preschool Student Course Assignment
- Verify Teacher and Student Course Assignments
- Career and Technical Education (CTE) Courses
- College Course Assignments
- Outside Course Assignments
Preschool Courses link the teacher to the student for each funding type entered at time of student enrollment.

- Students enrolled in Grade Pre-K can not be exited until the courses have been added.
  - 73028APFA Preschool for All
  - 73028ASPE Preschool IDEA
  - 73028AEXP Preschool Expansion
  - 73028AHSE Head Start
  - 73028APLD Preschool Local District
  - 73028ATBP Tuition Based Preschool
  - 73028ATIT Pre-K Title I
Purpose for Collecting the Preschool Courses is to Tie a Teacher to a Student

- Term - Y1
- State Course Code - 73028A
- Local Course ID - Optional
- Local Course Title - Optional
- Student Course Start Date – Enrollment Start Date
- Section Number – District Defined
- Course Level – General
- Course Credit – 1.0
- Articulated Credit - No
- Dual Credit - No
- Course Setting – Traditional
- Actual Attendance – Optional
- Total Attendance – Optional
- Single Parent including Single Pregnant Woman - No
- Displaced Homemaker - No
- Course Numeric Grade - Optional
- Maximum Numeric Grade - Optional
- Student Course End Date – Enrollment Exit Date
- Course Final Letter Grade/Completion Status – (31) Completed Early Childhood Course
Preschool Student Course Assignment

Student Information System (SIS)
### Preschool Student Course Assignment

**Student Information System (SIS)**

**Student Course Assignment**

**SID:** 123456789  
**Legal Last Name:** Smith  
**Legal First Name:** Michael  
**Middle Name:**  
**Enrollment Date:** 08/22/2016  
**School Year:** 2017

**Catalog Type:** *Prior to Secondary Courses*  
**Subject Area:** 75-Kindergarten Specific (pre-kindergarten)  
**State Course:** 72038AEVP-PreSchool Expansion - Pre-Kindergarten  
**Academic Term:** Year Long

#### Course Assignments

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>State Course Id</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start</th>
<th>End</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Year Long</td>
<td>72038AEVP</td>
<td>Preschool Expansion - Pre-Kindergarten</td>
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</tbody>
</table>

**NOTE:**
To enter course data for the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, ISD Illinois Virtual School, and Correspondence Course, please use the [Outside Course Assignment] page.
Preschool Student Course Assignment

Student Information System (SIS)

SID: 123456789
Legal Last Name: Smith
Legal First Name: Michael
Middle Name: *
Home RCIDS: 300821850223305
Serving RCIDS: 300821850223305
Exit Date: 
Enrollment Date: 08/22/2016
School Year: 2017

Catalog Type: * Private Secondary School - Elementary
Subject Area: * Physical Education - Elementary
State Course: T20238AE (Preschool Expander - Pre-Kinder)
Academic Term: 21 - Year Long

Course Assignments

Academic Term | State Course Id | State Course Title | Section | Start | End | Grade
--- | --- | --- | --- | --- | --- | ---
Year Long | 720238EXP | Preschool Expander - Pre-Kinder | | | | 

NOTE

To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IBS Illinois Virtual School, and Correspondence Course, please use the Outside Course Assignment page.

http://sis.edu/3S/MainViewMainPage.aspx
**Preschool Student Course Assignment**

### Student Information System

#### Student Course Assignment

**SID:** 123456789
**Legal Last Name:** Smith
**Legal First Name:** Michael
**Home RCID:** 500821890223006
**Serving RCID:** 500821890223006
**Middle Name:**
**Service Provider:**
**Enrollment Date:** 08/22/2016
**School Year:** 2017

#### Catalog Type:
- Course to Secondary Courses

#### Subject Area:
- Theory/Research
- Social Studies
- Mathematics
- Science

#### State Course:
- 73028 - Preschool Expansion - Pre-Kindergarten

#### Academic Term:
- Year Long

#### Course Assignments

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>State Course Id</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start</th>
<th>End</th>
<th>Grade</th>
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</thead>
<tbody>
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<td>Year Long</td>
<td>73028_AEXP</td>
<td>Preschool Expansion - Pre-Kindergarten</td>
<td>A</td>
<td>08/22/2016</td>
<td>05/25/2017</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Note:** To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IVS Illinois Virtual School, and Correspondence Course, please use the Outside Course Assignment page.
### Preschool Student Course Assignment

**Student Information System (SIS)**

*Student ID: 123456789
Legal Last Name: Smith
Home RCOTS: 500621650223006
Legal First Name: Michael
Serving RCOTS: 500621650223006
Middle Name: 
Service Provider: 
Enrollment Date: 09/22/2016
School Year: 2017
Exit Date: *
*

### Course Assignments

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>State Course ID</th>
<th>State Course Title</th>
<th>Section</th>
<th>Start</th>
<th>End</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Long</td>
<td>730284EXP</td>
<td>Preschool Exp. - Pre-Kindergarten</td>
<td>A</td>
<td>08/22/2016</td>
<td>05/25/2017</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**NOTE:**
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Verify Teacher/Student Course Assignments
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
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Verifying Student/Teacher Course Assignments

• **Linking Teacher Course Assignment to a Student Course Assignment** – The following items must match:
  - School Year
  - Student Serving School RCDTS matches Teaching Location RCDTS
  - State Course Code
  - Term
  - Section Number

• For data quality purposes, it is very important that the appropriate teacher is matched to the correct students.
Verifying Student/Teacher Course Assignments

These 5 elements link a Teacher Course Assignment to a Student Course Assignment.

- Student Serving RCDTS = Teaching Location RCDTS
- School Year
- State Course Code
- Term
- Section Number
Verifying Student/Teacher Course Assignments

• Current SIS District Status Panel
Verifying Student/Teacher Course Assignments

- Current SIS District Status Panel

**Course Data Quality (Pre-K - 12)**

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Student Count</td>
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<tr>
<td>Unique Teacher Count</td>
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<tr>
<td>Student Teacher Ratio</td>
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<td>Unique Course Count</td>
<td>1120708</td>
</tr>
<tr>
<td>Courses Missing Students</td>
<td>233072</td>
</tr>
<tr>
<td>Courses Missing Teachers</td>
<td>116637</td>
</tr>
<tr>
<td>Students Missing Courses</td>
<td>481506</td>
</tr>
</tbody>
</table>
• Verify that the Teacher and Student Course Assignments are submitted correctly.

• **Student Course Information – Student Information Report (Summary)**
  • Total count of classes per student: Review report to ensure students have the correct number of courses. All students Grades Pre-K-12 should have courses.
    • Add courses if students are missing courses.

• **Students with no Course Assignments (Detail)**
  • The report displays students with no courses.

• **Courses with Students but no Teachers (Detail)**
  • The report displays Student Course Assignment records that do not have a corresponding Teacher Course Assignment record.
    • Teachers are missing: add the Teacher Course Assignment using the corresponding School Year, Teaching Location, State Course Code, Term, and Section Number.
• **Courses with Teachers but No Students (Detail)**
  - The report displays Teacher Course Assignment records that do not have a corresponding Student Course Assignment record.
    - Students are missing: Add Student Course Assignments using the corresponding School Year, Serving Location, State Course Code, Term, and Section Number.

• **Teacher/Student Course Assignment – Course Information (Detail)**
  - The report displays course assignments with teachers and students that are correctly matched.
Verifying Student/Teacher Course Assignments

- Student Course Information – Student Information Report (Summary)
Verifying Student/Teacher Course Assignments

- **Student Course Information – Student Information Report (Summary)**
  - Course count is zero: Add student course assignments for student(s).

### 2014 Student Course Assignment – Student Information Report (Summary)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Grade</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Exit Date</th>
<th>Course Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>01/04/2007</td>
<td>01</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>06/27/2008</td>
<td>K</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>12/15/2002</td>
<td>05</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>07/24/1998</td>
<td>10</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>01/08/2014</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>12/07/2007</td>
<td>K</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>10/21/2005</td>
<td>02</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>01/31/2014</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>11/05/2006</td>
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<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>03/29/2002</td>
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<td>02/04/2014</td>
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</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>06/27/2002</td>
<td>05</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>02/04/2014</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>02/23/2005</td>
<td>03</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>09/08/2014</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>11/06/2002</td>
<td>05</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>10/18/2013</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>03/10/2005</td>
<td>03</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>11/25/2013</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>07/04/2007</td>
<td>01</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>12/18/2013</td>
<td>0</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>11/04/1996</td>
<td>11</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>12/01/1994</td>
<td>12</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>08/06/1996</td>
<td>12</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td>12/20/2013</td>
<td>2</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>06/13/1996</td>
<td>12</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>04/30/2003</td>
<td>E</td>
<td>999999999999999999</td>
<td>999999999999999999</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
• Students with No Course Assignments (Detail)
### 2014 Students with No Courses (Detail)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Grade</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Exit Date</th>
<th>Course Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>04/05/2001</td>
<td>07</td>
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<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>09/19/2001</td>
<td>05</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>12/16/2013</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>12/04/2001</td>
<td>05</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>10/14/2013</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>07/03/2002</td>
<td>06</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>09/30/2013</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>01/17/2007</td>
<td>01</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>03/04/1988</td>
<td>10</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>01/23/2014</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>03/01/2005</td>
<td>03</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>11/18/2013</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>08/23/2002</td>
<td>05</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>09/27/2013</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>11/20/2003</td>
<td>04</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>09/13/2013</td>
<td>0</td>
</tr>
<tr>
<td>999999999</td>
<td>EXAMPLE, STUDENT</td>
<td>09/27/1994</td>
<td>11</td>
<td>9999999999</td>
<td>9999999999999999999999</td>
<td>10/30/2013</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Unique Students:** 10

**Total Enrollments:** 10
• Courses with Students but no Teachers (Detail)
Courses with Students but No Teacher: Add any missing Teacher Course Assignments using the corresponding School Year, Teaching Location, State Course Code, Term, and Section Number.

<table>
<thead>
<tr>
<th>Term</th>
<th>State Course Code</th>
<th>Section</th>
<th>State Course Title</th>
<th>Home School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>01067A000</td>
<td>0079311</td>
<td>Assisted Reading</td>
<td>9999999999999999</td>
</tr>
</tbody>
</table>

2014 Courses with Students but no Teachers - (Detail)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Grade</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Credit</th>
<th>Start Date</th>
<th>Dual</th>
<th>Articulated</th>
<th>End Date</th>
<th>Grade AT</th>
<th>Attend AT</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>10/06/2001</td>
<td>06</td>
<td>Remedial</td>
<td>Traditional</td>
<td>0.00</td>
<td>08/14/2013</td>
<td>No</td>
<td>No</td>
<td>12/20/2013</td>
<td>76/100</td>
<td>87/87</td>
<td>B</td>
</tr>
</tbody>
</table>

Total Students In This Section: 1

<table>
<thead>
<tr>
<th>Term</th>
<th>State Course Code</th>
<th>Section</th>
<th>State Course Title</th>
<th>Home School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>02052A000</td>
<td>0079061</td>
<td>Algebra</td>
<td>9999999999999999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Grade</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Credit</th>
<th>Start Date</th>
<th>Dual</th>
<th>Articulated</th>
<th>End Date</th>
<th>Grade AT</th>
<th>Attend AT</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>05/28/1999</td>
<td>09</td>
<td>General</td>
<td>Traditional</td>
<td>0.25</td>
<td>08/14/2013</td>
<td>No</td>
<td>No</td>
<td>12/20/2013</td>
<td>72/100</td>
<td>87/87</td>
<td>C</td>
</tr>
<tr>
<td>9999999999</td>
<td>Smith, John</td>
<td>05/28/1999</td>
<td>09</td>
<td>General</td>
<td>Traditional</td>
<td>0.25</td>
<td>08/14/2013</td>
<td>No</td>
<td>No</td>
<td>12/20/2013</td>
<td>72/100</td>
<td>87/87</td>
<td>C</td>
</tr>
</tbody>
</table>

Total Students In This Section: 2
• Courses with Teachers but No Students (Detail)
Courses with Teachers but No Student: Add any missing Student Course Assignments using the corresponding School Year, Serving Location, State Course Code, Term, and Section Number.

<table>
<thead>
<tr>
<th>Teacher: Smith John</th>
<th>IEIN: 999999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer: 99999999999999</td>
<td>ISBE School District</td>
</tr>
<tr>
<td>Term</td>
<td>State Course Code</td>
</tr>
<tr>
<td>1</td>
<td>56130A000</td>
</tr>
<tr>
<td>1</td>
<td>56130A000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher: Doe, Jane</th>
<th>IEIN: 999999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer: 99999999999999</td>
<td>ISBE School District</td>
</tr>
<tr>
<td>Term</td>
<td>State Course Code</td>
</tr>
<tr>
<td>1</td>
<td>58035A000</td>
</tr>
</tbody>
</table>

Total Course Count: 3
Teacher / Student Course Assignment – Course Information (Detail)
• The sample report displays teacher and student courses correctly aligned.
• SIS Reports - Secondary Courses Missing Final Letter Grade
### Verifying Student/Teacher Course Assignments

- **Secondary Courses Missing Final Letter Grade Report**

#### 2015 Secondary Courses Missing Final Letter Grade (Detail)

<table>
<thead>
<tr>
<th>SIS Home District</th>
<th>ISBE Test District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1234567890</td>
<td>Smith, Michael</td>
</tr>
<tr>
<td>02052A000 Algebra 1</td>
<td>01/01/2000</td>
</tr>
<tr>
<td>01051A000 English/Literature</td>
<td>9</td>
</tr>
<tr>
<td>02052A000 Algebra 1</td>
<td>01/01/2000</td>
</tr>
<tr>
<td>01051A000 English/Literature</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code Title</th>
<th>Course Setting</th>
<th>Credit</th>
<th>Start Date</th>
<th>Dual</th>
<th>Articulated</th>
<th>End Date</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>105R Algebra 134</td>
<td>General</td>
<td>0.50</td>
<td>02/17/2015</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>4 Lit Comp 134</td>
<td>General</td>
<td>0.50</td>
<td>02/03/2015</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Serving School:** 123456789012345
Verifying Student/Teacher Course Assignments

- Deadlines for 2019 School Year Student and Teacher Course Assignments:

  - **Fall Data - Teacher Course Assignment Grades Pre-K-12 is due December 28, 2018**
    - Fall Data consists of Terms Y1, S1, T1, Q1, and Q2 (Possibly T2)
  
  - **Fall Data - Student Course Assignment Grades Pre-K-12 is due December 28, 2018**
    - Fall Data consists of Terms Y1, S1 and T1, Q1, and Q2 (Possibly T2)
  
  - **Remaining Student and Teacher Assignment Data is due July 31, 2019**
    - Remaining data consists of terms Y2, S2, S3, T2, T3, Q3, and Q4
Career and Technical Education (CTE) Course Assignments
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records
- Preschool Student Course Assignment
- Verify Teacher and Student Course Assignments
- Career and Technical Education (CTE) Courses
- College Course Assignments
- Outside Course Assignments
Career and Technical Education (CTE) Course Assignments

- Before every school year, local school administration meets with the Education for Employment (EFE) director.
- The EFE director will assign a list of courses that can be taught at each location.
- In order to receive CTE funding, schools must enter student Course Assignments according to the CTE State Course Code supplied by the EFE.
  - CTE Courses are identified in the Secondary State Course Catalog with a CTE Label. All approved CTE State Courses end in something other than “0”
    - **Example:** 03001A001
Career and Technical Education (CTE) Course Assignments

• How is funding calculated?

  • Allocations are loaded in the e-GMS CTEI Application.
    
    • All entities will begin with 90% of the Program Improvement and Credit Generation Allotment of the previous year’s allocation.
    
    • 10% of the funds will be based on the entities’ student course assignments from the previous year:
      • 50% on the number of approved CTE Courses students took; and
      • 50% on the number of credits in approved CTE Courses students received
    
    • No entity with student course assignments in approved CTE Courses will receive less than 90% and no more than 110% of last year’s allocation.
### Career and Technical Education (CTE) Course Assignments

**Serving School:** 500821890223004 - Curtis Miller Alternative H S - 3004  **School Year:** 2013

**Cluster:** Agriculture, Food and Natural Resources  
**CIP:** 01.0000 - Agriculture, General  
(Non-Traditional - Female)

**Min Carnegie Units:** 2.00

#### Group 1
Minimum Course Selection: 1

<table>
<thead>
<tr>
<th>State Course Id</th>
<th>State Course Title</th>
<th>Max Carnegie Units</th>
<th>Carnegie Units</th>
<th>Assign Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 18001AO01</td>
<td>Introduction to the Agricultural Industry</td>
<td>1.00</td>
<td>1.0</td>
<td>Assigned</td>
</tr>
<tr>
<td>Select 18003AO01</td>
<td>Basic Agricultural Science</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Group 2
Minimum Course Selection: 0

<table>
<thead>
<tr>
<th>State Course Id</th>
<th>State Course Title</th>
<th>Max Carnegie Units</th>
<th>Carnegie Units</th>
<th>Assign Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 18306AO01</td>
<td>Agricultural Biotechnology</td>
<td>2.00</td>
<td>2.0</td>
<td>Assigned</td>
</tr>
<tr>
<td>Select 18304AO01</td>
<td>Food Science Technology</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 18304AO01</td>
<td>Environmental Science</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 18304AO01</td>
<td>Aquacultural Science and Technology</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 18304AO01</td>
<td>Veterinary Technology</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 18101AO02</td>
<td>Biological Science Applications in Agriculture - Plants</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 18101AO01</td>
<td>Biological Science Applications in Agriculture - Animals</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 18101AO02</td>
<td>Agronomy</td>
<td>2.00</td>
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<td></td>
</tr>
<tr>
<td>Select 18101AO02</td>
<td>Animal Science</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Group 3
Minimum Course Selection: 0
College Course Assignment
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records
- Preschool Student and Teacher Course Assignments
- Verify Teacher and Student Course Assignments
- Career and Technical Education (CTE) Courses
- College Course Assignments
- Outside Course Assignments
College Course Assignment

• **College Course Assignment**
  • To comply with Sections 2-3.144, 10-21.4 and 34-8 of the Illinois School Code, high school and unit district superintendents are required to complete and submit to the Illinois State Board of Education an annual survey that documents the number of high school students taking community college courses and the names of the courses taken.

• SIS integrated the College Course Assignment data collection (via Student Course Assignment processing) during the 2014 school year.
- Student Enrollment - Link

<table>
<thead>
<tr>
<th>Enrollment Type for Serving</th>
<th>Transfer in from another District</th>
<th>School Year for Serving: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCDTS for Home</td>
<td>20082100340031</td>
<td>RCDTS for Serving: 2015</td>
</tr>
<tr>
<td>RCDTS for Service Provider</td>
<td>20082100340031</td>
<td></td>
</tr>
<tr>
<td>Enrollment Date for Serving</td>
<td>08/14/2014</td>
<td>FTE for Serving: 0.50</td>
</tr>
<tr>
<td>Entry/Grade Level for Serving</td>
<td>11 - Grade 11</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td>View Details</td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>View Details</td>
<td>Regional Safe School Program</td>
</tr>
<tr>
<td>Exit Date</td>
<td>Exit Status</td>
<td></td>
</tr>
<tr>
<td>Exit Type</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add Enrollment
• View
• Edit Course

NOTE: To enter course data from the following facilities: Out-of-State, Out-of-Country, Home Schooled Students, Illinois Non-Public Schools, IVS Illinois Virtual School, and Correspondence Course, please use the Outside Course Assignment page.
What SIS report displays the College Course Assignment Data?

- College Course Assignment Reports
### 2015 College Course Assignment - Course Information (Detail)

<table>
<thead>
<tr>
<th>SIS Home District: 1234567890</th>
<th>ISBE Test District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Criteria:</td>
<td></td>
</tr>
</tbody>
</table>

**IPEDS #: 146296 - Joliet Junior College**

<table>
<thead>
<tr>
<th>Term</th>
<th>State Course Code</th>
<th>Section</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01999A000</td>
<td>10111</td>
<td>English Language and Literature—Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Private School</th>
<th>Serving</th>
<th>Grade</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Credit</th>
<th>Start Date</th>
<th>Articulated</th>
<th>End Date</th>
<th>Grade A.T</th>
<th>A.T.</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2009</td>
<td>No</td>
<td></td>
<td>12</td>
<td>Honors</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/14/2014</td>
<td>No</td>
<td>12/19/2014</td>
<td>8.00</td>
<td>/</td>
<td>C</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2009</td>
<td>No</td>
<td></td>
<td>12</td>
<td>Honors</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/14/2014</td>
<td>No</td>
<td>12/19/2014</td>
<td>5.00</td>
<td>/</td>
<td>B</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2009</td>
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<td></td>
<td>12</td>
<td>Honors</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/14/2014</td>
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<td>12/19/2014</td>
<td>8.00</td>
<td>/</td>
<td>C</td>
</tr>
<tr>
<td>123456789</td>
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<td>01/01/2009</td>
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<td></td>
<td>12</td>
<td>Honors</td>
<td>Traditional</td>
<td>0.50</td>
<td>08/14/2014</td>
<td>No</td>
<td>12/19/2014</td>
<td>5.00</td>
<td>/</td>
<td>B</td>
</tr>
</tbody>
</table>
Outside Course Assignment
Key Date: December 28, 2018 by 4:00 p.m.

- Submit Fall Student Course Assignments without End Date/Final Grade
- Submit Fall Teacher Course Assignment Entry Records
- Preschool Student Course Assignment
- Verify Teacher and Student Course Assignments
- Career and Technical Education (CTE) Courses
- College Course Assignments
- Outside Course Assignment
• **Courses entered on the local transcript must be submitted**
  - Outside Course Assignments are for Grades 9-12 only (Optional)
  - No Outside Course Assignments can be entered prior to school year 2011 (Earliest Student Course Start Date is 07/01/2010)

• **Student moves into the school district from one of the following:**
  - out-of-state public district
  - non-public school district
  - out-of-country (Student NOT born in any of the 50 states, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands)
  - home schooled student
  - other (courses from other sources, IVS Illinois Virtual School, correspondence course, etc.)

• **Student must be actively enrolled in the home district to add Outside Course Assignments**
### Student Enrollment - Link

**Student Information System**

- **SID:** 123456789
- **Legal First Name:** Michael
- **Legal Last Name:** Smith
- **School Year for Serving:** 2015
- **RCDS for Home:** 0008214567890012
- **RCDS for Service Provider:** 0008214567890012
- **Enrollment Date for Serving:** 08/14/2014
- **Entry/Grade Level for Serving:** 11 - Grade 11
- **FTF for Serving:** 0.50
- **Regional Safe School Program:**

**Student Course Assignment**

- **Add Enrollment**
Outside Course Assignment

- View Courses
Outside Course Assignment

- Add Courses
Outside Course Assignment

• What SIS reports display the Outside Course Assignment Data?
  • Outside Course Assignment Reports
### 2015 Student Outside Course Assignment - Student Information Report (Detail)

**SIS Home District:** 1234567890  
**ISBE Test District:**

<table>
<thead>
<tr>
<th>Selection Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student ID:</strong> 123456789</td>
</tr>
<tr>
<td><strong>Student Name:</strong> Smith, Michael</td>
</tr>
<tr>
<td><strong>Birth Date:</strong> 01/01/2009</td>
</tr>
<tr>
<td><strong>School Submitting Information:</strong> 123456789012345</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Course Code-Title</th>
<th>Local Course Code-Title</th>
<th>Term</th>
<th>Section</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>01001A000 English Language Arts I (9th grade)</td>
<td>NA English IA</td>
<td>Term 1</td>
<td>NA</td>
<td>General</td>
<td>Traditional</td>
<td>09</td>
</tr>
</tbody>
</table>

**Facility Type:** Illinois Non-Public School

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>School Year</th>
<th>Dual</th>
<th>Articulated</th>
<th>Start Date</th>
<th>End Date</th>
<th>Credit</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>No</td>
<td>No</td>
<td>08/18/2011</td>
<td>12/22/2011</td>
<td>0.50</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Course Code-Title</th>
<th>Local Course Code-Title</th>
<th>Term</th>
<th>Section</th>
<th>Course Level</th>
<th>Course Setting</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>02052A000 Algebra I</td>
<td>NA Algebra I</td>
<td>Term 1</td>
<td>NA</td>
<td>General</td>
<td>Traditional</td>
<td>09</td>
</tr>
</tbody>
</table>

**Facility Type:** Illinois Non-Public School

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>School Year</th>
<th>Dual</th>
<th>Articulated</th>
<th>Start Date</th>
<th>End Date</th>
<th>Credit</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>No</td>
<td>No</td>
<td>08/18/2011</td>
<td>12/22/2011</td>
<td>0.50</td>
<td>A</td>
</tr>
</tbody>
</table>
EL Screener
Key Date: November 9, 2018
- First Pre-ID Upload to DLM-AA Vendor

Key Date: November 09, 2018, by 4:00 p.m.
- ACCESS Label File sent to vendor
  - Students Screened (EL Screener)
  - Students EL Indicator Updated
  - ACCESS Pre-ID Report Reviewed

End of Fall Term
- Submit any completed Fall Student Course Assignments
- Submit any completed Fall Teacher Course Assignment Exit Records
EL Screener

- EL Screener is mandatory when specific conditions apply
  - EL Screener is mandatory for EL and Non-EL students that meet all the following criteria:
    - Home Language or Native Language other than English
    - SID created after August 1, 2013
    - Enrolled in Grades K-12
    - No EL Screener data exists in ISBE SIS
  - More than one EL Screener may be provided if needed
  - If a Screener was not completed on the student, mark the Screener type as “Not Tested”
• EL Screener data collected:
  • Online
  • Batch

• Student must be enrolled in the district to provide the Screener data in SIS; student can take the screening test prior to start of school

• School districts receiving a transfer student will be able to review the Screener data prior to enrollment

• Screener Test types will include Pre-IPT, Pre-LAS 2000, ELTPS, other English Language Proficiency Test, Checklist Process, Interview Process, Observation Process, other Process, MODEL (Kindergarten and first semester of first grade only), WIDA Screener, ACCESS for ELLs 2.0 (e.g., for ELs transferred from other WIDA states), other State Assessment Results, Private Schooled Student, and (if applicable) an option for “Not Tested” – some options are only applicable to Pre-K, as noted in the Data Elements
- Demographics Tab - EL Screener Link
### Student Information System

**EL Screener Data**

- **SID:** 123456789
- **Legal Last Name:** Smith
- **Legal First Name:** Michael
- **Date Of Birth:** 10/01/2000
- **Home RCDTS:** 500821890220043

<table>
<thead>
<tr>
<th>Screener Test</th>
<th>MODEL</th>
<th>Test Date: 08/14/2014</th>
<th>Grade Tested: 11 - Grade 11</th>
<th>Tested Home RCDTS: 500821890220043</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screened Test</td>
<td>MODEL</td>
<td>Test Date: 08/14/2014</td>
<td>Grade Tested: 11 - Grade 11</td>
<td>Tested Home RCDTS: 500821890220043</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raw Score / Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Composite Literacy</th>
<th>Composite Oral</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Proficiency Level:**
  - [ ] Was the student determined LEP? Yes [ ] No

- **Next**
- **Cancel**

Have questions or need help? Contact our Call Center (217)555-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us.
Review

<table>
<thead>
<tr>
<th>Screen Test</th>
<th>MODEL</th>
<th>Tested Home RCDTS</th>
<th>500821890220043</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Date</td>
<td>06/14/2014</td>
<td>Grade Tested</td>
<td>11 - Grade 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raw Score / Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Composite Literacy</th>
<th>Composite Oral</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Was the student determined LEP?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Submit</td>
<td></td>
</tr>
</tbody>
</table>

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or click here to Contact Us.
What SIS report displays the EL Screener Data?

- EL Screener Reports
### EL Screener Reports

#### 2017 EL Screener (Detail)

<table>
<thead>
<tr>
<th>Column Name</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Gender</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>B Race</td>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>C Grade Level at Time of Screener</td>
<td>Grade Level at Time of Screener</td>
<td></td>
</tr>
<tr>
<td>D Native Language Code</td>
<td>Native Language Code</td>
<td></td>
</tr>
<tr>
<td>E Home Language Code</td>
<td>Home Language Code</td>
<td></td>
</tr>
<tr>
<td>F Semester</td>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>G EL Screener Test Taken Code</td>
<td>EL Screener Test Taken Code</td>
<td></td>
</tr>
<tr>
<td>H Date EL Screener Test Taken</td>
<td>Date EL Screener Test Taken</td>
<td></td>
</tr>
<tr>
<td>I Listening - Raw Score/Level</td>
<td>Listening - Raw Score/Level</td>
<td></td>
</tr>
<tr>
<td>J Listening - Proficiency Level</td>
<td>Listening - Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>K Speaking - Raw Score/Level</td>
<td>Speaking - Raw Score/Level</td>
<td></td>
</tr>
<tr>
<td>L Speaking - Proficiency Level</td>
<td>Speaking - Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>M Reading - Raw Score/Level</td>
<td>Reading - Raw Score/Level</td>
<td></td>
</tr>
<tr>
<td>N Reading - Proficiency Level</td>
<td>Reading - Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>O Writing - Raw Score/Level</td>
<td>Writing - Raw Score/Level</td>
<td></td>
</tr>
<tr>
<td>P Writing - Proficiency Level</td>
<td>Writing - Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>Q Literacy Proficiency Level</td>
<td>Literacy Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>R Oral Proficiency Level</td>
<td>Oral Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>S Overall or Composite Proficiency Level</td>
<td>Overall or Composite Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>T Final Determination of LEP Status</td>
<td>Final Determination of LEP Status</td>
<td></td>
</tr>
<tr>
<td>U LEP Indicator</td>
<td>LEP Indicator</td>
<td></td>
</tr>
<tr>
<td>V EL Screener is Required</td>
<td>EL Screener is Required</td>
<td></td>
</tr>
</tbody>
</table>

| Student ID | Name | Birth Date | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
| 123456789  | Test | 01/01/2006 | M | 1 | 001| 001| 01 | 10 | 08/22/2012 | Y | N | N |
| 123456789  | Test | 01/01/2006 | M | 1 | 001| 001| 10 | 03/20/2009 | 10 | 7 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 123456789  | Test | 01/01/2006 | F | 13| K  | 000| 000| 01 | 10 | 08/25/2015 | 5.0 | N | N | N |
| 123456789  | Test | 01/01/2006 | F | 13| 060| 060| 10 | 08/31/2009 | 6 | 5 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 123456789  | Test | 01/01/2006 | F | 13| K  | 060| 060| 01 | 10 | 08/27/2015 | 3.0 | Y | N | N |
| 123456789  | Test | 01/01/2006 | M | 13| 060| 060| 10 | 08/31/2009 | 5 | 5 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
Program Indicators
(Update EL)
SIS School Year at a Glance

Key Date: November 9, 2018
- First Pre-ID Upload to DLM-AA Vendor

Key Date: November 09, 2018, by 4:00 p.m.
- ACCESS Label File sent to vendor
  - Students Screened (EL Screener)
  - Students EL Indicator Updated
  - ACCESS Pre-ID Report Reviewed

End of Fall Term
- Submit any completed Fall Student Course Assignments
- Submit any completed Fall Teacher Course Assignment Exit Records
## Student Information System (SIS)

### Update Program Indicators

**Student Information System**

Program Indicators

Click on the tabs to view the student details.

<table>
<thead>
<tr>
<th>SIS: 86616784</th>
<th>Legal First Name: Luke</th>
<th>Legal Middle Name:</th>
</tr>
</thead>
</table>

### Mandatory Indicators

<table>
<thead>
<tr>
<th><strong>Homeless</strong></th>
<th><strong>21st Century Community Learning Centers</strong></th>
<th><strong>IDEA Services</strong></th>
<th><strong>English Learner (EL)</strong></th>
<th><strong>Native Language</strong></th>
<th><strong>Home Language</strong></th>
<th><strong>Private School Student</strong></th>
<th><strong>Migrant</strong></th>
<th><strong>Free or Reduced Price Lunch (FRL) / Low Income</strong></th>
<th><strong>Title I</strong></th>
<th><strong>Not a Participant in Title I Program</strong></th>
<th><strong>Supplemental Educational Services (SES)</strong></th>
<th><strong>Military Connected Student</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>English</td>
<td>English</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Optional Indicators

<table>
<thead>
<tr>
<th><strong>Reading 1st</strong></th>
<th><strong>Reading Improvement Block Grant</strong></th>
</tr>
</thead>
</table>

### Immigrant Student Program

<table>
<thead>
<tr>
<th><strong>Eligible</strong></th>
<th><strong>Country Of Birth</strong></th>
<th><strong>Date First Enrolled in a U.S School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>United States of America</td>
<td></td>
</tr>
</tbody>
</table>

*Optional
If student leaves U.S, then re-enters, enter the number of months the student was gone.
### View/Update Program Indicators

#### Student Information System

**Student Demographic**
- Legal Last Name: Howard
- Legal First Name: Luke
- Date of Birth: 08/07/2004
- Gender: Male
- Race/Ethnicity: White
- Student Lineage: 
- Birth Place Name: 
- Mother’s Maiden Name: 

**Student Enrollment**
- NECESS for Home: 050801109221007
- Enrollment Date for Serving: 08/15/2017
- Enrollment Type for Serving: Transfer from another District
- Entry/Grade Level for Serving: 3 - Grade 3
- School Year for Serving: 2019
- Percent of Day Attended (PDa): 1.00

**Program Indicators**
- Mandatory Indicators
  - Homeless: No
  - 21st Century Community Learning Centers: No
  - IDEA Services: No
  - English Learner (EL): No
  - Native Language: English
  - Home Language: English
  - Optional Indicators
    - Reading 1st: 
    - Immigrant Student Program: 
    - Eligible
      - Country Of Birth: United States of America
      - Date First Enrolled in a U.S School: 

**Submit**

---

*Optional: If student leaves U.S., then re-enrolls, enter the number of months the student was gone.*
ACCESS Pre-ID Report
SIS School Year at a Glance

- Key Date: November 9, 2018
  - First Pre-ID Upload to DLM-AA Vendor

- Key Date: November 09, 2018, by 4:00 p.m.
  - ACCESS Label File sent to vendor
    - Students Screened (EL Screener)
    - Students EL Indicator Updated
    - ACCESS Pre-ID Report Reviewed

- End of Fall Term
  - Submit any completed Fall Student Course Assignments
  - Submit any completed Fall Teacher Course Assignment Exit Records
- ACCESS Pre-ID Report
## 2015 ACCESS Test Pre-ID Report

**SIS Home District:** 1234567891  
**ISBE Test District:** 01/01/2009

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Lopez, Michael</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>02/10/2001</td>
<td>M</td>
<td>7 - Grade 7</td>
<td>Hispanic or Latino</td>
<td>Spanish</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>123456789</td>
<td>Lopez, Michael</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>02/22/2008</td>
<td>F</td>
<td>Kindergarten</td>
<td>Hispanic or Latino</td>
<td>Spanish</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>
Partnership for Assessment of Readiness for College and Careers (PARCC) Pre-ID file sent to Vendor
1st Day of Spring Term

☐ Submit any new Student Course Assignments without End Date/Final Grade

☐ Submit any new Teacher Course Assignment Entry

Key Date: TBA, 2018, by 4:00 p.m.

☐ PARCC Pre-ID file sent to Vendor (PARCC Pre-ID Labels for paper tests, test materials for paper tests, paper manual quantities and testing windows)

☐ SAT file sent to vendor for printing labels and determining test booklet and manual quantities

Key Date: February 8, 2019, by 4:00 p.m.

☐ Last Pre-ID upload to DLM-AA vendor

Key Date: February 14, 2019

☐ DLM-AA Data Lockdown in K.I.T.E.

Key Date: March 6, 2019

☐ ACCESS Last Day of Testing
• **PARCC Pre-ID data collection**
  - All student demographic uploads will go through the Student Information System (SIS). SIS will upload data to Pearson every Friday until late February.

  • For PARCC, SIS will upload all student data to the vendor
  • After the February deadline, all data must be updated directly at the vendor website.
    - Continue to Exit and enroll students in SIS

• **Testing Protocol for Grades 3-8:**
  • All students in grades 3-8 will be scheduled to take PARCC assessments in both ELA/L and Math
    • If the student is EL “Yes” and First Year In U.S. School indicator in PARCC Pre-ID is “Yes,” they are exempt from taking ELA/L.
• PARCC Testing Window
  • The PARCC Correction data will be based on the testing school’s Testing Window.
    • For grades 3-8, any student enrolled at any point in time during the Testing school’s Testing Window will be included.

  • As the Testing Window grows closer, edit PARCC Pre-ID Step 1 with the corrected dates so all applicable students are included.
    • Example: If your testing window ends earlier than anticipated, change the end date to reflect this.

  • ISBE will enter a default testing window for 2019 for schools who do not enter a Testing Window.
    • As needed Testing Schools may Update the Testing Window after TBA, 2019
PARCC Pre-ID – Step 1 - Identify Online/Paper Test and Testing Window
PARCC Pre-ID – Step 1 - Identify Online/Paper Test and Testing Window

Verify Testing Window is correct. Edit Testing Window as needed (e.g., if you finish early, adjust the end date)
PARCC Pre-ID – Step 1 - Identify Online/Paper Test and Testing Window
PARCC Pre-ID – Step 1 - Identify Online/Paper Test and Testing Window

<table>
<thead>
<tr>
<th>Testing School: 123456789012345</th>
<th>ISBE SD 101</th>
<th>Test Window: 03/21/2017 - 04/28/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Format = Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing School: 123456789012345</th>
<th>SIS School</th>
<th>Test Window: 03/21/2017 - 04/28/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Format = Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• PARCC Pre-ID - Step 2: Updating PARCC Pre-ID
  • Home and Testing districts can make updates in SIS.

• The PARCC Assessment Pre-ID will contain one record per content area (ELA/L and Math).
  • Ensure that accommodations are entered for the correct content area.
  • When a student’s enrollment is exited, the student will be removed from the PARCC Pre-ID report.
  • If a record is exited, the PARCC Pre-ID table will retain the data.
  • If a new enrollment is created, all data from the prior PARCC record will be applied to the new record, but the record can still be edited.
• PARCC Pre-ID - Step 2
  • PARCC Assessment Session Location
    • District Defined
      • Paper Use
        • This field was sent to determine how Pre-ID labels will be sorted
      • Online Use
        • Used to assign students to an online Test Session
        • Assessment Session Locations will ONLY be sent two weeks before the Assessment Pre-ID Deadline.
        • After a Test Session has started, the student must be removed manually from that Test Session in Pearson in order for the student to be put in a different Test Session.
  • All PARCC data should be continuously updated in SIS, so it is consistent with Pearson.
  • If new students or updates to PARCC Pre-ID data are required after TBA, 2019, updates must be made directly to the assessment vendor.
• PARCC Pre-ID - Step 2

1. Define Online/Paper Tests by school and grade. And select Testing Window by district or school.

2. To edit assessment-specific fields such as Testing School and Accommodations/PNP, you must first select the student, provide the SID and at least one of the following:
   - Last Name
   - First Name
   - Date of Birth

   Then click the 'Search' button.

   Fields marked with an asterisk * are required.

   Search Criteria

   *SID

   AND AT LEAST ONE BELOW

   *Legal Last Name
   *Legal First Name
   *Date of Birth (mm/dd/yyyy)
PARCC Pre-ID- Step 2
PARCC Pre-ID Reports
Scholastic Assessment Test (SAT) file sent to vendor for printing labels
1st Day of Spring Term

- Submit any new Student Course Assignments without End Date/Final Grade
- Submit any new Teacher Course Assignment Entry

Key Date: TBA, 2019, by 4:00 p.m.

- PARCC Pre-ID file sent to Vendor (PARCC Pre-ID Labels for paper tests, test materials for paper tests, paper manual quantities and testing windows)
- SAT file sent to vendor for printing labels and determining test booklet and manual quantities

Key Date: February 8, 2019, by 4:00 p.m.

- Last Pre-ID upload to DLM-AA vendor

Key Date: February 14, 2019

- DLM-AA Data Lockdown in K.I.T.E.

Key Date: March 6, 2019, by 4:00 p.m.

- ACCESS Last Day of Testing
SAT

- 2018-19 SAT test for Grade 11 students.
  - All students identified as Grade 11 in SIS are required to take SAT, unless DLM-AA is the appropriate state assessment. Initial Test Date: **TBA, 2019**
  - Makeup Test Date: **TBA, 2019**
  - Accommodated Window: **TBA, 2019**

- Students in Grades 3-8 will continue to take PARCC or DLM-AA
- SAT Pre-ID data is sent to SAT vendor on TBA, 2019
- ISBE will create the SAT Correction mid April, 2019
# SAT Pre-ID Report

**Illinois State Board of Education**

**Student Information System (SIS)**

**2017 SAT Assessment Pre-ID (Detail)**

---

**SIS Home District:** 12345678901  
**ISBE Test District:** 1

**Selection Criteria:**  
**Sorted By:** Student Name

<table>
<thead>
<tr>
<th>Columns</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Grade</td>
</tr>
<tr>
<td>B</td>
<td>IEP Indicator (Yes, No)</td>
</tr>
<tr>
<td>C</td>
<td>LEP Indicator (Yes, No)</td>
</tr>
<tr>
<td>D</td>
<td>Enrolled in Home School On or Before May 1 (Yes, No)</td>
</tr>
<tr>
<td>E</td>
<td>Enrolled in Home District On or Before May 1 (Yes, No)</td>
</tr>
<tr>
<td>F</td>
<td>First Year in U.S. School (Yes, No)</td>
</tr>
<tr>
<td>G</td>
<td>Sort Group (Optional-for sorting Pre-ID labels)</td>
</tr>
</tbody>
</table>

**IMPORTANT:**  
Testing RCDTS must be an established SAT Test Center. A list of established SAT Test Center codes will be posted on www.isbe.net/assessment/sat.htm when available.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Home RCDTS</th>
<th>Testing RCDTS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>11</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>11</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>11</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>11</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>11</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>
Dynamic Learning Maps-Alternate Assessment (DLM-AA) Last Pre-ID upload to vendor
SIS School Year at a Glance

1st Day of Spring Term

☐ Submit any new Student Course Assignments without End Date/Final Grade

☐ Submit any new Teacher Course Assignment Entry

Key Date: TBA, 2019, by 4:00 p.m.

☐ DLM Pre-ID file sent to Vendor

Key Date: February 8, 2019, by 4:00 p.m.

☐ Last Pre-ID upload to DLM-AA vendor

Key Date: February 14, 2019

☐ DLM-AA Data Lockdown in K.I.T.E.

Key Date: March 6, 2019

☐ ACCESS Last Day of Testing
• DLM-AA Test Window is March 13 – May 8, 2019

• Data Collection Practices for DLM-AA
  • All student demographic uploads will go through the Student Information System (SIS). SIS will send the data to the appropriate assessment vendor on a regular schedule.
  
  • For DLM-AA, SIS will upload student data to a system called "Educator Portal," with the exception of the Personal Needs and Preferences (PNP) profile and accommodations information, which must be uploaded directly into “Educator Portal.”

• For more Information on DLM-AA or the Educator Portal, please see the link below:
  • http://www.isbe.net/assessment/dlm.htm
  • http://dynamiclearningmaps.org/illinois
Creation of DLM-AA Pre-ID for Grades 3-11:

- Students testing DLM-AA must be IDEA Services = Yes.
- A DLM-AA Pre-ID record will be created for all students Grades 3-11 who have a DLM-AA record as their last recorded assessment in SIS and are currently IDEA Services.
- Students in Grade 3 will always default to PARCC.
- The test can be updated to DLM-AA by selecting the “PARCC Pre-ID” link under Assessment category in SIS. Once the record is submitted as DLM-AA, the PARCC record will be removed. (Student must be IDEA Services = Yes)
- The test can be updated to PARCC by selecting the “DLM-AA Pre-ID” link under Assessment category in SIS. Once the record is submitted as PARCC, the DLM-AA record will be removed.
- DLM-AA students in Grades 3-12 may also participate in instructionally embedded assessments and/or field testing (optional).
- Students who are participating in instructionally embedded assessments and/or field testing need to be enrolled and identified as taking the DLM-AA earlier to begin accessing the assessment through KITE Client.
DLM-AA Pre-ID Data Elements

- **Testing School**
  - Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year. For all students, their Testing school will default to the Serving school.

- **English for Speakers of Other Languages Participation Code (ESOL)**
  - 00 - Not an ESOL eligible student and not an ESOL Monitored Student
  - 01 - Title III Funded
  - 02 - State ESOL/Bilingual Funded
  - 03 - Both Title III and State ESOL/Bilingual Funded
  - 04 - Monitored ESOL Student
  - 05 - ESOL program eligible, based on an English Language proficiency test, but not currently receiving ESOL program services. Example: Parents that have waived their child out of ESOL services, but the district is still obligated to provide ESOL support.
  - 06 - Receives ESOL services and not funded with Title III and/or State ESOL funding
DLM-AA Pre-ID - Online

To edit Assessment-specific fields such as Testing School, you must first select the student and at least one of the following:

- Last Name
- First Name
- Date of Birth

Then click the 'Search' button.

Fields marked with an asterisk (*) are required.

Search Criteria

- SID

AND AT LEAST ONE BELOW

- Legal Last Name
- Legal First Name
- Date of Birth (mm/dd/yyyy)

Submit
• DLM-AA Pre-ID - Online
• SIS Reports – DLM-AA Pre-ID Report
**SIS Reports – DLM-AA Pre-ID Report**

---

**Illinois State Board of Education**
**Student Information System**
**2017 DLM-AA Assessment Pre-ID (Detail)**

**SIS Home District:** 01234567890  
**ISBE Test District:**

**Selection Criteria:**  
**Sorted By:** Student Name

<table>
<thead>
<tr>
<th>Columns</th>
<th>A</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>ESOL Participation Code</td>
</tr>
<tr>
<td></td>
<td>00</td>
<td>Not an ESOL eligible student and not a Monitored ESOL Student</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Title III Funded</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>State-ESOL/Bilingual Funded</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Both Title III and State ESOL/Bilingual Funded</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>Monitored ESOL Student</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>ESOL program eligible, based on an English Language proficiency test, but not currently receiving ESOL program services (e.g., parents have waived their child out of ESOL services, but the district is still obligated to provide ESOL support)</td>
</tr>
<tr>
<td></td>
<td>06</td>
<td>Receives ESOL services and not funded with Title III and/or State ESOL funding</td>
</tr>
</tbody>
</table>

**C** IEP (Yes, No)  
**D** Enrolled in Home School On or Before May 1 (Yes, No)  
**E** Enrolled in Home District On or Before May 1 (Yes, No)  
**F** First Year in U.S. School (Yes, No)

---

**IMPORTANT:**  
Students in grades 5, 8, and 11 must be rostered for and tested in Mathematics, ELA, and Science.  
Students in grades 3, 4, 6, and 7 must be rostered for and tested in only Mathematics and ELA.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Home RCDTS</th>
<th>Testing RCDTS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>Error</th>
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<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
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<td>3</td>
<td>00</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Error: Student must have an IEP to take the DLM-AA</td>
</tr>
</tbody>
</table>
ACCESS Correction Process
1st Day of Spring Term

☐ Submit any new Student Course Assignments without End Date/Final Grade

☐ Submit any new Teacher Course Assignment Entry

Key Date: February 8, 2019, by 4:00 p.m.

☐ Last Pre-ID upload to DLM-AA vendor

Key Date: February 14, 2019

☐ DLM-AA Data Lockdown in K.I.T.E.

Key Date: March 6, 2019

☐ ACCESS Last Day of Testing

☐ Last SIS Upload to PARCC Vendor
ACCESS Correction Process

- All Grade K – 12 students identified as EL will take an ACCESS test.
- All Grade K – 12 students identified as EL and enrolled on November 9th, 2018 should receive an ACCESS label.
- If a student exits the district before the ACCESS test is given, the label should be destroyed.
- If a student enrolled after labels have been sent, please bubble the student’s information on a blank testing document.
• ISBE will create the ACCESS Correction file for students enrolled as EL during the Testing Window
  
  • Demographic, Home School, and Grade details must reflect a student’s status as of the last day of the ACCESS testing period.
  
  • Changes made to the ACCESS correction data only affect data that is being submitted to DRC; it does not update the related student information in SIS.
    • Updates to SIS student demographic, enrollment, and program indicator data (and enrollment exits) must also continue through the end of the school year.
    • If student demographic errors are identified in the ACCESS Correction file, revisions must be made both via the ACCESS Correction file and within SIS (via the Student Demographic/Enrollment batch file or the available online areas).
  
  • An ACCESS Correction record can only be added if the student has an EL record in your district for the current school year.
• The following fields can be added or updated during the ACCESS Correction Window:

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

**List of Not Tested Reasons**

- 01 - Medically Exempt
- 02 - Homebound Exempt
- 03 - In Jail/Locked Facility
- 04 - Out of State/Country
- 05 - Not Enrolled/Or Not LEP at Time of Testing
- 07 - Transferred Out During Testing
- 08 - Transferred In During Testing
- 09 - Deceased
- 10 - Absent from Testing
- 15 - Refusal but Present to Test
- 20 - Formerly EL or Unidentified
- 21 - Grade 12 Completion
• ACCESS Assessment Correction – Reports Screen
### 2015 ACCESS Assessment Correction Summary

4/15/2015  9:55 am

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students:</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Homeless Indicator: Yes</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Homeless Indicator: No</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Migrant Indicator: Yes</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Migrant Indicator: No</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>IEP Indicator: Yes</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>IEP Indicator: No</td>
<td></td>
<td>2</td>
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<td>FRL Indicator: Yes</td>
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<tr>
<td>21st Century Indicator: Yes</td>
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<tr>
<td>21st Century Indicator: No</td>
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<tr>
<td>Tested: Yes</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Tested: No</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
• ACCESS Assessment Correction – Detail Report

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Test Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>SIS Home School</th>
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<tbody>
<tr>
<td>9999999999</td>
<td>TEST, STUDENT A</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9999999999</td>
<td>TEST, STUDENT B</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>16</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9999999999</td>
<td>TEST, STUDENT C</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>M</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9999999999</td>
<td>TEST, STUDENT D</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>M</td>
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<td>N</td>
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<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9999999999</td>
<td>TEST, STUDENT E</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>16</td>
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<td>Y</td>
<td>N</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9999999999</td>
<td>DOE, JOHN</td>
<td>01/01/2001</td>
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<td>F</td>
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<td>N</td>
<td>N</td>
<td>Y</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9999999999</td>
<td>TEST, STUDENT</td>
<td>01/01/2001</td>
<td>ACCESS</td>
<td>11</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>01</td>
<td>123456789012345</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Assessment → ACCESS Correction Link
• ACCESS Assessment Correction Search

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

- Last Name
- First Name
- Date of Birth

Then click the 'Search' button.

Fields marked with an asterisk (*) are required.

Search Criteria

* SID

AND AT LEAST ONE BELOW

* Legal Last Name
* Legal First Name
* Date of Birth (mm/dd/yyyy)
### ACCESS Assessment Correction Student Detail

**Student Information System (SIS)**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID (SID)</td>
<td>123456789</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Smith</td>
</tr>
<tr>
<td>Legal Middle Name</td>
<td>*</td>
</tr>
<tr>
<td>Test Name</td>
<td>ACCESS</td>
</tr>
<tr>
<td>Student SAP ID</td>
<td></td>
</tr>
<tr>
<td>Legal First Name</td>
<td>John</td>
</tr>
<tr>
<td>Date of Birth (mm/dd/yyyy)</td>
<td>10/01/2000</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
</tbody>
</table>

*Fields marked with an asterisk (*) are required.*
### ACCESS Correction Process

**Student Information System (SIS)**

- ACCESS Assessment Correction Details

#### Student Information System

**ACCESS Assessment Correction**

- **Please Select ACCESS Information For The Student:**

  - **SID:** 123456789
  - **Last Name:** Smith
  - **First Name:** John
  - **Middle Name:** *

  - **Student Tested:**
    - Yes
    - No
  - **Reason Not Testing:**
  - **Gender:** Male
  - **Race/Ethnicity:** Hispanic or Latino

<table>
<thead>
<tr>
<th>Homeless</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEP</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>IEP</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FRL / Low Income</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Migrant</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>21st Century Community Learning Centers</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

- **Next**
**ACCESS Assessment Correction Review**

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

- **Student Tested**: Yes
- **Reason For Not Testing**: Male
- **Race**: Asian
- **Homeless**: No
- **Limited English Proficiency (LEP)**: Yes
- **Individualized Education Program (IEP)**: No
- **Free or Reduced Price Lunch (FRL) / Low Income**: No
- **Migrant**: Yes
- **21st Century Community Learning Centers**: No
ACCESS Correction Process

- Once ACCESS Preliminary Scores are posted in SIS.
- Verify students are not missing ACCESS Scores.
  - Run an ACCESS Scores *Summary Report* located under Reports in the *Bilingual* section.
    - Make report criteria selections.
    - Review *Result Codes*. 
ACCESS Correction Process

- ACCESS Score Report - Summary
ACCESS Correction Process

- ACCESS Score Report - Summary

### 2015 ACCESS Scores Summary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>6315</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: Kindergarten</td>
<td>1014</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 1 - Grade 1</td>
<td>1139</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 2 - Grade 2</td>
<td>1067</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 3 - Grade 3</td>
<td>988</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 4 - Grade 4</td>
<td>595</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 5 - Grade 5</td>
<td>421</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 6 - Grade 6</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 7 - Grade 7</td>
<td>351</td>
<td></td>
</tr>
<tr>
<td>SIS Grade Level: 8 - Grade 8</td>
<td>380</td>
<td></td>
</tr>
</tbody>
</table>

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

• Run an ACCESS Score *Detail Report* located under Reports in the *Bilingual* section.
  • Make report criteria selections.
  • Sort by *Error*. 
• ACCESS Score Report - Detail
ACCESS Correction Process

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

- ACCESS Assessment Score – Detail Report

### 2015 ACCESS Scores Report (Detail)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Test, Student A</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student B</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student C</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student D</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student E</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student F</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student G</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student H</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
</tbody>
</table>
• Identifying ACCESS scores that are not assigned to my students

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

• Steps for Assigning Student Test Results:
  
  • **Step 1:** Add or update the unassigned student records found on this report to the ACCESS Correction data; this can be done via an online ACCESS Correction or through the corresponding batch file process (*Student must have an EL record in SIS for the current School Year*).
  
  • **Step 2:** Overnight, the unassigned test results will be linked to the students’ ACCESS Correction data.
  
  • **Step 3:** Verify the update using the ACCESS Scores Report and the Unassigned Test Results Report the next morning.
• Verify your student Unassigned Test Results: Reports Page
Unassigned Test Results Report

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

Steps for Assigning ISAT, IAA, and PSAE Test Results to an Assessment Record

1. If a student has an unassigned ISAT, IAA, or PSAE record on this report and all the data listed on the unassigned Test Results record is accurate and complete, either add or update the student's Assessment record via the Assessment link online or via the Assessment Correction batch process.
2. The system will process, match, and assign accurate and complete Test Results records to students' Assessment record overnight.

Steps for Assigning ACCESS and Alternate ACCESS Test Results to an Assessment Record

1. If a student has an unassigned ACCESS or Alternate ACCESS record on a report and all the data listed on the Test Results record is accurate and complete, verify the student has a current School Year Enrollment record in ISBE SIS and the student's LEP Program Indicator is set to Yes. If necessary, either add a current School Year Enrollment record, or update the LEP Program Indicator to Yes via the Demographics and Enrollment batch process.
2. The system will process, match, and assign accurate and complete Test Results records to students' Assessment record overnight.

Steps for Verifying Assignment of Test Results

1. Once the assigning process is completed, rerun the Unassigned Test Results report to verify the Test Results records were matched and assigned successfully.
2. If the process was not successful, call the ISBE Helpdesk at 217-558-3600 for technical support.
Unassigned Test Results Reports - ACCESS

### Unassigned Test Results for School District: 12345678910

3/28/2013 2:14 pm

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

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

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

**Steps for Assigning ISAT, IAA, and PSE Test Results to an Assessment Record**

1. If a student has an unassigned ISAT, IAA, and PSE record on this report and all the data listed on the unassigned Test Results record is accurate and complete, either add or update the student’s Assessment record via the Assessment Correction batch process.
2. The system will process, match, and assign accurate and complete Test Results records to students’ Assessment records overnight.

**Steps for Assigning ACCESS Test Results to an Assessment Record**

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

**Steps for Verifying Assignment of Test Results**

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

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>Birth Date</th>
<th>Grade</th>
<th>Test</th>
<th>SIS Home School</th>
<th>Testing School</th>
<th>Error Code</th>
</tr>
</thead>
</table>

You have no unassigned test results for your school district.
English Learners (EL)
Key Date: March 5, 2019
- PARCC Testing Earliest Start Date

Key Date: March 9, 2019
- EL Data due for Population of eGMS Ceiling Calculator Funding Allocation Report

Key Date: March 14, 2019
- DLM-AA Testing Earliest Start Date

Key Date: April 10, 2019
- SAT Initial Test Date

Key Date: April 11, 2019
- SAT First Day of Assessment Correction

Key Date: April 16, 2019
- Spring Enrollment Count Deadline
- 504 Plan Data Due

Key Date: April 24, 2019
- SAT Makeup Test Date

Key Date: April 20, 2019
- PARCC Testing – Latest End Date

Key Date: May 9, 2019
- DLM-AA Testing – Latest End Date
English Learners (EL)

• EL Validations
  - Under EL Services provided, “01 - Dual Language Two Way” and “02 - Dual Language One Way” were removed. (New)
    - Do not allow EL Services provided to select Dual Language; it must be set in the enrollment. (New)
  - TBE/TPI: If EL Services provided is “03, 04, 05 or 06” then Dual Language must be marked as “03 - Not a Participant in Dual Language Program” on the Student’s Enrollment and can NOT be updated until the EL Services Provided is changed to “00 - None of the above”. (New)
  - The Date EL Services Ended must be during current school year.
  - If a student receives an ACCESS Score, the EL Reason for Ending Services cannot be Erroneous.
  - If current student EL records are set to Erroneous but they receive an ACCESS score, the EL Services End Reason and the EL Services End Date will be removed when the ACCESS Score is attached to the student.

Note: Only students who are identified as EL and whose EL Indicator is Yes can take the ACCESS test. (Grades K-12 only).
**EL Validations**

- If a student is identified as EL = Yes when enrolled, an EL record will be created in SIS.

- An EL record may be viewed and/or updated:
  - By a Home District
  - If the student has an active current School Year enrollment

- Rules changed for transitioning students out of EL based on ACCESS test results. The minimum overall composite proficiency level must be 4.8 or higher. If this requirement is met, the student's EL indicator should be ‘No’.

- For additional EL information, please visit: [https://www.isbe.net/Pages/English-Learners.aspx](https://www.isbe.net/Pages/English-Learners.aspx)

**Identifying Erroneous EL records**

- Date EL Services Ended = Date EL Services Began
- Reason for Ending EL Services = Erroneous
Parents Refuse Services

- If a student is identified as English Learner and the parents refuse EL services:
  - The student’s EL Indicator remains Yes
  - EL Placement-Entry Status = Parents Refused
  - Date Entered/Re-entered to Receive EL Services = Enrollment Date
  - Date and Reason EL Services Ended = Null (remain blank)

Parents Withdraw Student from Services

- If the student begins to receive EL services and the parents decide to have student withdrawn:
  - Parents withdraw the student while receiving EL Services (not the same as Parents Refused services)
  - The student’s EL Indicator remains Yes
  - Date Entered/Re-entered to Receive EL Services = Enrollment Date
  - Date and Reason EL Services Ended = Date parents removed student from services
  - Reason for Ending Services = Withdrawn by Parents
**English Learners (EL) - View**

- EL – View

The image shows a screenshot of the Student Information System (SIS) for an English Learner (EL) student. The details include:

- **Student Information:**
  - **SID:** 123456789
  - **Legal Last Name:** Smith
  - **Legal First Name:** Michael

- **EL Record:**
  - **RCDS for Home:** 123456789123123
  - **School Year:** 2017
  - **Date First Enrolled in District/LEA:** 08/18/2015
  - **First Year in U.S. School:** No
  - **EL Placement – Status:** TBE Part Time
  - **Date Student Enrolled or Re-entered to Receive EL Services:** 08/24/2015
  - **Class Periods Provided per Week:** High
  - **EL Services Provided:** Transitional Bilingual Program - Collaboration
  - **EL Services End Data:**
    - **Date EL Services Ended:**
    - **Reason for Ending EL Services:**

The screenshot also includes options to view additional details such as Student Demographic, Student Enrollment, Program Indicators, and EL Information.
English Learners (EL) - Edit

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

SID: 123456789
Legal Last Name: Smith
Legal First Name: Michael
Legal Middle Name: 

EL Record: Current
RCDT for Home: 12345678912
School Year: 2017

Date First Enrolled in District/LEA: 08/10/2015
First Year in U.S. School: Yes
EL Placement - Status: TDE Part Time
Date Student Enrolled or Re-entered to Receive EL Services: 08/24/2015
Class Periods Provided per Week: High

EL Services Provided: Transitional Bilingual Program - Collaboration

EL Services End Data
Date EL Services Ended:
Reason for Ending EL Services:

Next
English Learners (EL) - Review

• EL - Review
English Learners (EL) - Successful Update

- EL – Update Successful
Title III Part 1 – Intent to Apply Submission - Due March 17, 2019
EL data due for Title III ceiling calculation - Due March 31, 2019
  - eGMS uses the EL data in SIS to allocate funding
  - SIS District Status Panel - Current Enrollment Data Completion Status*
    - EL data should be 100% complete

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total Required</th>
<th>Complete</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Birth To 3</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Birth To 3 Caregiver Demographics</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Early Childhood Outcomes(ECO) Entry</td>
<td>24</td>
<td>15</td>
<td>62%</td>
</tr>
<tr>
<td>Early Childhood Outcomes(ECO) Progress</td>
<td>13</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>51</td>
<td>49</td>
<td>96%</td>
</tr>
<tr>
<td>EL Screener</td>
<td>15</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>Homeless</td>
<td>300</td>
<td>275</td>
<td>91%</td>
</tr>
<tr>
<td>Eligible for Immigrant Student Program</td>
<td>580</td>
<td>575</td>
<td>99%</td>
</tr>
<tr>
<td>Student Address for NEW IEP students</td>
<td>732</td>
<td>725</td>
<td>99%</td>
</tr>
<tr>
<td>Regional Safe Schools Program (RSSP)</td>
<td>11</td>
<td>8</td>
<td>72%</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Secondary Courses Missing Final Letter Grade</td>
<td>8029</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
- EL – Review – SIS Reports
## EL Detail Report

### EL (Detail)

**SIS Home District:** 123456789123  
**ISBE Test District:**  
**Selection Criteria:** Currently Enrolled Students Only  
**Sorted By:** Student Name

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Grade Level</td>
</tr>
<tr>
<td>B</td>
<td>Date First Enrolled in District/LEA</td>
</tr>
<tr>
<td>C</td>
<td>New Arrival to U.S.</td>
</tr>
<tr>
<td>D</td>
<td>EL Placement - Entry Status</td>
</tr>
<tr>
<td>E</td>
<td>Native Language Code</td>
</tr>
<tr>
<td>F</td>
<td>Race Code</td>
</tr>
<tr>
<td>G</td>
<td>Migrant Indicator</td>
</tr>
<tr>
<td>H</td>
<td>Special Education IEP Indicator</td>
</tr>
<tr>
<td>I</td>
<td>Date Student Enrolled or Re-entered to Receive EL Services</td>
</tr>
<tr>
<td>J</td>
<td>Class Periods Provided Per Week</td>
</tr>
<tr>
<td>K</td>
<td>Title III Status</td>
</tr>
<tr>
<td>L</td>
<td>Immigrant Education Program <em>(Only School Years 2008, 2009, 2010)</em></td>
</tr>
<tr>
<td>M</td>
<td>504 Accommodation Indicator</td>
</tr>
<tr>
<td>N</td>
<td>Content Area Tutoring <em>(Only School Years 2008, 2009, 2010)</em></td>
</tr>
<tr>
<td>O</td>
<td>Developmental Bilingual Education</td>
</tr>
<tr>
<td>P</td>
<td>Dual Language &amp; Two Way Immersion</td>
</tr>
<tr>
<td>Q</td>
<td>Heritage Language <em>(Only School Years 2008, 2009, 2010)</em></td>
</tr>
<tr>
<td>R</td>
<td>Sheltered English Instruction</td>
</tr>
<tr>
<td>S</td>
<td>Transitional Bilingual</td>
</tr>
<tr>
<td>T</td>
<td>ESL <em>(Converted 80% ELL)</em></td>
</tr>
<tr>
<td>U</td>
<td>Push-In Services <em>(Structured English Immersion)</em></td>
</tr>
<tr>
<td>V</td>
<td>Pull-Out ESL <em>(Only School Years 2008, 2009, 2010)</em></td>
</tr>
<tr>
<td>W</td>
<td>Inclusionary Support <em>(Only School Years 2008, 2009, 2010)</em></td>
</tr>
<tr>
<td>X</td>
<td>Pull-Out Services <em>(Pull-Out Individual Support)</em></td>
</tr>
<tr>
<td>Y</td>
<td>Self-Contained</td>
</tr>
<tr>
<td>Z</td>
<td>EL Services Provided</td>
</tr>
<tr>
<td>AA</td>
<td>Completed</td>
</tr>
</tbody>
</table>

### EL placement Entry Status

- **01** New (Removed in SY2010)
- **02** Returning (Removed in SY2010)
- **03** Parents Refused (Removed in SY2010)
- **10** TBE Full Time

### Reason For Ending EL Services

- **01** Transitioned (Removed in SY2010)
- **02** Withdrawn by Parents
- **07** Erroneous Entry

### Class Periods Provided Per Week

- **00** None
- **01** Low
- **02** Moderate
- **03** High

### EL Services Provided

- **00** None of the Above
- **03** Transitional Bilingual Program - Self-Contained
- **04** Transitional Bilingual Program - Collaboration

### SIS Home School

| SIS Home School | Birth Date | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA |
| **Student ID:** 123456789 | **Name:** Text, Student | 12345678912345 | 01/01/2014 | 11 | 08:01/2014 | N | 12 | 001 | 11 | N | N | 08/25/2014 | 03 | 05 | Y |
| **Student ID:** 123456789 | **Name:** Text, Student | 12345678912345 | 01/01/2014 | 11 | 08:18/2015 | N | 11 | 001 | 11 | N | N | 08/24/2015 | 03 | 04 | Y |
• eGMS Ceiling Calculator Funding Allocations Report
Prior to 2015, all funding amounts for LIPLEPS/LIEP or TBE/TPI are displayed as zero.

LIEP allocation for FY18 is $100 per student, but this amount is subject to change for School Year 2019, pending final federal allocation. The per-student allocation for School Year 2019 LIEP may be less than $100.
eGMS EL Ceiling Calculator Grant

- eGMS Ceiling Calculator Funding Allocations – Detail Report

2015 EGMS Ceiling Calculator Report

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Attendance Center</th>
<th>Birth Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>LIPLEPS</th>
<th>TBE/TPI</th>
<th>Total EL Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, John Michael</td>
<td>12345678912345</td>
<td>01/01/2001</td>
<td>9</td>
<td>001</td>
<td>11</td>
<td>12</td>
<td>03</td>
<td>$150</td>
<td>$707</td>
<td>$857</td>
</tr>
<tr>
<td>123456789</td>
<td>Jones, Sara</td>
<td>12345678912345</td>
<td>01/01/2001</td>
<td>1</td>
<td>001</td>
<td>11</td>
<td>10</td>
<td>03</td>
<td>$150</td>
<td>$607</td>
<td>$757</td>
</tr>
<tr>
<td>123456789</td>
<td>Wilson, Thomas</td>
<td>12345678912345</td>
<td>01/01/2001</td>
<td>K</td>
<td>001</td>
<td>11</td>
<td>12</td>
<td>03</td>
<td>$150</td>
<td>$607</td>
<td>$757</td>
</tr>
<tr>
<td>123456789</td>
<td>Espinosa, Corey</td>
<td>12345678912345</td>
<td>01/01/2001</td>
<td>1</td>
<td>001</td>
<td>11</td>
<td>10</td>
<td>03</td>
<td>$150</td>
<td>$607</td>
<td>$757</td>
</tr>
<tr>
<td>123456789</td>
<td>Grant, Mike</td>
<td>12345678912345</td>
<td>01/01/2001</td>
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<td>001</td>
<td>11</td>
<td>10</td>
<td>03</td>
<td>$150</td>
<td>$607</td>
<td>$757</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Anthony</td>
<td>12345678912345</td>
<td>01/01/2001</td>
<td>4</td>
<td>001</td>
<td>11</td>
<td>11</td>
<td>03</td>
<td>$150</td>
<td>$607</td>
<td>$757</td>
</tr>
</tbody>
</table>

*Prior to 2015, all funding amounts for LIPLEPS/LIEP or TBE/TPI are displayed as zero.
SAT First Day of Assessment Correction
Key Date: March 5, 2019
  - PARCC Testing Earliest Start Date

Key Date: March 9, 2019
  - EL Data due for Population of eGMS Ceiling Calculator Funding Allocation Report

Key Date: March 14, 2019
  - DLM-AA Testing Earliest Start Date

Key Date: April 10, 2019
  - SAT Initial Test Date

**Key Date: April 11, 2019**
  - SAT First Day of Assessment Correction

Key Date: April 16, 2019
  - Spring Enrollment Count Deadline
  - 504 Plan Data Due

Key Date: April 24, 2019
  - SAT Makeup Test Date

Key Date: April 20, 2019
  - PARCC Testing – Latest End Date

Key Date: May 9, 2019
  - DLM-AA Testing – Latest End Date
• Last Day of Sat Testing window mid April (TBA)

• The SAT Assessment Correction window will begin for all schools on April 11, 2019.

• During the Assessment Correction window, review all student data, including indicators, and add any Reason for No Valid Test Attempt codes as needed, based on local records.
• SAT Correction Screens – Search
• SAT Correction Screens – View

![SAT Correction Screen](image-url)
- SAT Correction Screens – Edit
• SAT Correction Report
**SAT Correction/Scores**

- **SAT Correction Report**

---

**2017 SAT Assessment Correction (Detail)**

![Image of a SAT Assessment Correction Report]

---

**Columns + = Defined below**

- **A** Test Format (0=Online or P=Paper)
- **B** Gender
- **C** Race/Ethnicity
- **D** IEP Indicator
- **E** LEAP Indicator
- **F** FRL/Free Income Indicator
- **G** Migrant Indicator
- **H** Homeless Indicator
- **I** 21st Century Indicator
- **J** Enrolled in Home School On or Before May 1
- **K** Enrolled in Home School On or Before May 1
- **L** First Year In U.S. School

---

**Test Format**

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

**SIS Entry Date**

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

**SIS Exit Date/SIS Exit Code**

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

---

**Reason for No Valid Test Attempt**

- 01 Medically Exempt
- 02 Homebound
- 03 In Jail/Locked Facility
- 04 Out of State/Country
- 05 Not Enrolled
- 06 Not In Valid Grade Or Course
- 07 Transferred Out Prior To Testing
- 08 Transferred In After Test Administration
- 09 Disenrolled
- 10 Absent From Testing
- 11 Refusal Not Present To Test
- 12 First-Time Enrollment
- 13 Not Required To Participate in State Assessment
- 14 PSAT-SAT Test Use Only
- 15 Reserved for Internal Use-SAT Use Only
- 16 Reserved for Internal Use-Multiple Scale Scores for Same Content Area
- 17 Reserved for Internal Use-Multiple Records
- 18 Reserved for Internal Use-SAT Use Only
- 19 Reserved for Internal Use-Multiple Scale Scores for Same Content Area
- 20 Reserved for Internal Use-Multiple Records
- 21 Reserved for Internal Use-SAT Use Only
- 22 Reserved for Internal Use-Multiple Scale Scores for Same Content Area

---

**SIS Exit Code**

- 02 Transferred to another public school within the district
- 03 Transfer to Home Schooled
- 04 Transfer to Private School
- 05 Promoted
- 06 Graduated with regular, advanced, International Baccalaureate, or other type of diploma
- 07 Death
- 08 Expulsion
- 09 Dropped Out
- 10 Transfer to GED Program
- 11 Moved, not known to be continuing
- 12 Retained in same grade or demoted to a lower grade
- 13 Not Required To Participate in State Assessment
- 14 Aged Out
- 15 Certificate of Completion
- 16 Victim of a Violent Crime
- 17 Change in Schooling School or Full Time Equivalent (FTE)
- 18 Moved Out of the United States
- 19 Transferred to another public school district out of Illinois
- 20 Transferred to another public school district in Illinois

---

**Race/Ethnicity**

- 11 Hispanic or Latino
- 12 American Indian or Alaska Native
- 13 Asian
- 14 Black or African American
- 15 Native Hawaiian or Other Pacific Islands
- 16 White
- 17 Two or More Races
- SAT Scores Report

Student Information System (SIS)
• SAT Scores Report
Reason For No Valid Test Attempt:

- 01 Medically Exempt
- 02 Homebound
- 03 In Jail/Locked Facility
- 04 Out of State/Country
- 05 Not Enrolled
- 06 Not In Valid Grade or Course
- 07 Transferred Out Prior to Testing
- 08 Transferred In After Test Administration
- 09 Deceased
- 10 Absent from Testing
- 15 Refusal but Present to Test
- 16 Part-Time Enrollment
- 17 Reserved for Internal Use-SIS Use Only
- 18 PSS-SIS Use Only
- 19 Reserved for Internal Use-SIS Use Only
- 20 Reserved for Internal Use Only- Multiple Scale Scores for Same Content Area
- 21 Reserved for Internal Use Only-Scale Score for Content Area Exists in Another School
- 22 Reserved for Internal Use-SIS Use Only
Spring Enrollment Counts
SIS School Year at a Glance

Key Date: March 5, 2019
☐ PARCC Testing Earliest Start Date

Key Date: March 9, 2019
☐ EL Data due for Population of eGMS Ceiling Calculator Funding Allocation Report

Key Date: March 14, 2019
☐ DLM-AA Testing Earliest Start Date

Key Date: April 10, 2019
☐ SAT Initial Test Date

Key Date: April 11, 2019
☐ SAT First Day of Assessment Correction

**Key Date: April 16, 2019**
☐ Spring Enrollment Count Deadline
☐ 504 Plan Data Due

Key Date: April 24, 2019
☐ SAT Makeup Test Date

Key Date: April 20, 2019
☐ PARCC Testing – Latest End Date

Key Date: May 9, 2019
☐ DLM-AA Testing – Latest End Date
• **Enrollment Guidelines**
  • Submit Enrollment as soon as possible
    • Enrollment Date: The month, day, and year of the first FULL day the student was scheduled to receive educational services for a continuous period during the CURRENT school year, regardless of whether the student was in attendance or absent that day.

• Exit Students as soon as they leave your district
  • Exit Date: The month, day, and year of the last FULL day the student was scheduled to receive educational services during the CURRENT school year, regardless of whether the student was in attendance or absent that day.

• **What reports should I review?**
  • Student Demographic (Summary/Detail)
Spring Enrollment Counts

Student Information System (SIS)

- **SIS Status Panel**

![Image of SIS Status Panel]

- Please exit any remaining SY 2017 Enrollment ASAP. If you have students in ISAT, exit them as soon as they are finished.
- The 2016-17 PARCC score data are now posted in SIS. Please review, and if you need further assistance please click here.
- Please review 2015-2016 SATA Assessment Correction and Supers. If you need further assistance please click here.
- The ACCESS and Alternate ACCESS Scores have been posted. Please review your scores and Unassigned Test Results.
- For the new SIS external website click here.

---

**Current Enrollment & Program Indicators**

- **Current Enrollment**
  - [Graph showing enrollment data]

**Course Data Quality (K-12)**

- Unique Student Count: 69,653
- Unique Teacher Count: 13,683
- Student Teacher Ratio: 18
- Unique Course Count: 103,413
- Courses Passing Students: 3,487
- Courses Passing Teachers: 10,823
- Students Failing Course: 71,854

---

**Upcoming Key Dates**

- **SUM-AC Last Day of Corrections for the Purpose of Accountability and School Report Card**
  - Date: 09/22/2017
- **PARCC Last Day of Corrections for the Purpose of Accountability and School Report Card**
  - Date: 09/22/2017
- **SAT Last Day of Corrections for the Purpose of Accountability and School Report Card**
  - Date: 09/22/2017

---

**Current Enrollment Data Completion Status**

- [Table showing completion status by collection]

---

**Notes:**
- Reflects data as of May 08, 2017 11:29 PM

---

**Helpful Links:**

- [SIS Support Website]
- [SIS User Guide]
- [Contact SIS Support]
• SIS Reports - Demographics (Summary)
Spring Enrollment Counts

Student Information System (SIS)

- Demographics (Summary) – Criteria
### 2018 Demographics (Summary)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>467</td>
<td></td>
</tr>
<tr>
<td>Race: Black or African American</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Race: Hispanic or Latino</td>
<td>15</td>
<td></td>
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<tr>
<td>Race: Two or More Races</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Race: White</td>
<td>438</td>
<td></td>
</tr>
<tr>
<td>Native Language: Albanian/Gheg(Kosovo/Macedon)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Language: English</td>
<td>464</td>
<td></td>
</tr>
<tr>
<td>Native Language: Spanish</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Home Language: Albanian/Gheg(Kosovo/Macedon)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Home Language: English</td>
<td>466</td>
<td></td>
</tr>
<tr>
<td>Gender: Male</td>
<td>236</td>
<td></td>
</tr>
<tr>
<td>Gender: Female</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>Reading First</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
• SIS Reports - Demographics (Detail)
- Demographics (Detail) - Criteria

![Student Information System (SIS) Screen]

- Demographics (Detail)
  - School Year: 2018
  - Enrolled As Of Date: 09/01/2018
  - School:
    - All Schools
  - Grade:
    - All Grades
  - Native Language:
    - All Languages
  - Race/Ethnicity:
    - All Races
  - Gender:
    - Both Male Female
  - Read First Indicator:
    - Both Yes No
  - Read Improve Indicator:
    - Both Yes No
  - Title One Indicator:
    - All
  - Homeless Indicator:
    - Both Yes No
  - Migrant Indicator:
    - Both Yes No
  - SES Indicator:
    - Both Yes No
  - LEP Indicator:
    - Both Yes No
  - IDEA Services:
    - Both Yes No
  - FRL/Low Income Indicator:
    - Both Yes No
  - 21st Century Indicator:
    - Both Yes No
  - Eligible For Immigrant Education:
    - Both Yes No
  - Private School Student Indicator:
    - Both Yes No
  - Military Connected Student Indicator:
    - Both Yes No
  - Sort By:
    - SID

Options:
- View Report
- Create PDF Report
- Create Excel Report

Have questions or need help? Contact our Call Center (217)555-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us
## 2018 Demographics (Detail)

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Gender</td>
<td>M, F</td>
</tr>
<tr>
<td>B</td>
<td>Race Code</td>
<td>A, B, C, D, E</td>
</tr>
<tr>
<td>C</td>
<td>Grade Level</td>
<td>Preschool, Kindergarten, 1st-5th Grade, 6th-8th Grade</td>
</tr>
<tr>
<td>D</td>
<td>Enrollment Type Code</td>
<td>Prekindergarten, Kindergarten, 1st-5th, 6th-8th</td>
</tr>
<tr>
<td>E</td>
<td>Reading First</td>
<td>Yes, No</td>
</tr>
<tr>
<td>F</td>
<td>Reading Improvement</td>
<td>Yes, No</td>
</tr>
<tr>
<td>G</td>
<td>Title One</td>
<td>Yes, No</td>
</tr>
<tr>
<td>H</td>
<td>Native Language Code</td>
<td>Yes, No</td>
</tr>
<tr>
<td>I</td>
<td>Home Language Code</td>
<td>Yes, No</td>
</tr>
<tr>
<td>J</td>
<td>Homeless</td>
<td>Yes, No</td>
</tr>
<tr>
<td>K</td>
<td>Migrant</td>
<td>Yes, No</td>
</tr>
<tr>
<td>L</td>
<td>SES</td>
<td>Yes, No</td>
</tr>
<tr>
<td>M</td>
<td>LEP</td>
<td>Yes, No</td>
</tr>
<tr>
<td>N</td>
<td>IDEA Services</td>
<td>Yes, No</td>
</tr>
<tr>
<td>O</td>
<td>FRL/Low Income</td>
<td>Yes, No</td>
</tr>
<tr>
<td>P</td>
<td>21st Century</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Q</td>
<td>Eligible Immigrant Ed Prog</td>
<td>Yes, No</td>
</tr>
<tr>
<td>R</td>
<td>Private School</td>
<td>Yes, No</td>
</tr>
<tr>
<td>S</td>
<td>Military Connected</td>
<td>Yes, No</td>
</tr>
</tbody>
</table>

### Title One
11 School Wide Title I Program
12 Targeted Assistance Title I Program
13 Not a Participant in Title I Program

* Race, Enrollment Type, Native Language and Home Language Codes definitions can be found on the Student Information System web site.

### Data Table

| Student ID | Student Name        | Birth Date  | Birth Place     | Home RCDTS | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|------------|---------------------|-------------|-----------------|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 123456789  | Smith, Michael John | 01/01/2002  | Springfield, IL | 012345678901234 | F | 16 | 8 | 03 | N | N | 13 | 000 | 000 | N | N | N | N | N | N | N | N | N | N |
| 123456789  | Smith, Michael John | 01/01/2002  | Springfield, IL | 012345678901234 | M | 16 | 8 | 03 | N | N | 13 | 000 | 000 | N | N | N | N | N | N | N | N | N | N |
| 123456789  | Smith, Michael John | 01/01/2002  | Springfield, IL | 012345678901234 | F | 11 | 4 | 01 | N | N | 13 | 001 | 000 | Y | N | N | N | N | Y | N | N | N | N | N |
What reports to review before the April 16, 2019 Spring Enrollment deadline?
- Spring Enrollment Counts (Summary)

What are Spring Enrollment Counts used for?
- Evidence Based Funding
- School Report Card
- Ed 360
• SIS Reports – Spring Enrollment Counts
  • Will not be available until March 1, 2019
• Spring Enrollment Counts Criteria
### Spring Enrollment Counts for 2018 School Year

**SIS Home District:** 12345678901  
**ISBE Test District:**

**Selection Criteria:** Enrolled As Of = 03/01/2018

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students:</td>
<td>3916</td>
<td></td>
</tr>
<tr>
<td>Race: American Indian or Alaska Native</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Race: Asian</td>
<td>858</td>
<td></td>
</tr>
<tr>
<td>Race: Black or African American</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Race: Hispanic or Latino</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>Race: Native Hawaiian or Other Pacific Islander</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Race: Two or More Races</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Race: White</td>
<td>2601</td>
<td></td>
</tr>
<tr>
<td>Native Language: Albanian, Gheg (Kosovo, Macedon)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Language: Amharic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Language: Arabic</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Native Language: Assyrian (Syriac, Aramaic)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
504 Plan
Key Date: March 5, 2019
☐ PARCC Testing Earliest Start Date

Key Date: March 9, 2019
☐ EL Data due for Population of eGMS Ceiling Calculator Funding Allocation Report

Key Date: March 14, 2019
☐ DLM-AA Testing Earliest Start Date

Key Date: April 10, 2019
☐ SAT Initial Test Date

Key Date: April 11, 2019
☐ SAT First Day of Assessment Correction

Key Date: April 16, 2019
☐ Spring Enrollment Count Deadline
☐ 504 Plan Data Due

Key Date: April 24, 2019
☐ SAT Makeup Test Date

Key Date: April 20, 2019
☐ PARCC Testing – Latest End Date

Key Date: May 9, 2019
☐ DLM-AA Testing – Latest End Date
• **Section 504 Plan**
  
  • 504 Plan data can be added and updated via Online or Batch

**Requirements**

• Districts can update the 504 Plan End Date at any time during the current school year as long the IWAS user ID matches the District RCDT of the Enrollment.

• Students in Pre-K and Kindergarten – 12 can have a 504 Plan reported

• Districts are required to report 504 Plans by April 16 each year, continuing to keep the 504 Plan up to date throughout the student’s enrollments.

• 504 Plan Start and End Dates must fall within the Enrollment Start and End Dates.
• **Section 504 Plan Validations**

  • Upon Creation of the 504 record the following is required:
    • State ID
    • Last Name
    • First Name
    • Home RCDTS
    • Serving RCDTS
    • 504 Plan Start Date
    • Disability Code *(Optional)*

  • If a 504 Plan Record is created, exiting the student enrollment will populate and 504 Plan End Date with the student’s Enrollment Exit Date.
### Student Enrollment – 504 Plan Link

Here is a screenshot of the Student Information System (SIS) showing a student's 504 Plan details:

- **Legal Last Name:** Smith
- **Legal First Name:** Joanna
- **Legal Middle Name:**

**Student Enrollment: Exited**

- **Enrollment Type for Serving:** Transfer in from another District
- **RCDTS for Home:** 5038219362222038
- **RCDTS for Serving:** 16000000000000000
- **School Year for Serving:** 2015
- **Enrollment Date for Serving:** 08/14/2014
- **FTE for Serving:** 1.00
- **Entry/Grade Level for Serving:** 4 – Grade 4

**504 Plan**

- **Homeless:** Regional Safe School Program
- **Exit Date:** 05/15/2015
- **Exit Status:** Permanent
- **Exit Type:** Promotion

**Student Course Assignment**
• Section 504 Plan – Add 504 Plan
• Section 504 Plan – Edit
• Section 504 Plan – Review
• Section 504 Plan – Update Successful
• Section 504 Plan Summary and Detail Reports
**504 Plan**

**Student Information System (SIS)**

- **Section 504 Plan Summary Report**

### Student 504 Plan (Summary)

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS Home District: 1234567890</td>
<td></td>
</tr>
<tr>
<td>ISBE Test District: EL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unique Students:</td>
<td>108</td>
</tr>
<tr>
<td>Race: Hispanic or Latino (11)</td>
<td>62</td>
</tr>
<tr>
<td>Race: Asian (13)</td>
<td>3</td>
</tr>
<tr>
<td>Race: Black or African American (14)</td>
<td>18</td>
</tr>
<tr>
<td>Race: White (16)</td>
<td>22</td>
</tr>
<tr>
<td>Race: Two or More Races (17)</td>
<td>3</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>49</td>
</tr>
<tr>
<td>Gender: Female</td>
<td>59</td>
</tr>
<tr>
<td>Total 504 Records</td>
<td>295</td>
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<tr>
<td>EL Indicator: Yes</td>
<td>84</td>
</tr>
<tr>
<td>EL Indicator: No</td>
<td>211</td>
</tr>
</tbody>
</table>
### 504 Plan

**Section 504 Plan Detail Report**

---

**Illinois State Board of Education**

**Student Information System**

**2018 Student 504 Plan (Detail)**

<table>
<thead>
<tr>
<th>SIS Serving District: 12345678901</th>
<th>ISBE Test District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Criteria:</td>
<td>Sorted By: Student ID</td>
</tr>
</tbody>
</table>

#### Columns

<table>
<thead>
<tr>
<th>A</th>
<th>Grade Level</th>
<th>C</th>
<th>Race Code</th>
<th>E</th>
<th>Private School Indicator</th>
<th>G</th>
<th>FRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Gender</td>
<td>D</td>
<td>EL</td>
<td>F</td>
<td>IDEA Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Data Table

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>House RCDTS</th>
<th>Serving RCDTS</th>
<th>Provider RCDTS</th>
<th>Start Date</th>
<th>End Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<td>03/23/2018</td>
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<td>M</td>
<td>16</td>
<td>Y</td>
<td>N</td>
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<td>Y</td>
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<td>11/13/2017</td>
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<tr>
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<td>Smith, Alan</td>
<td>01/01/2012</td>
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<td>Smith, Alan</td>
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<td>12/13/2017</td>
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<td>M</td>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Alan</td>
<td>01/01/2012</td>
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<td>12345678912345</td>
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<td>11/30/2017</td>
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<td>F</td>
<td>17</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

**Total Students:** 7

---

7/23/2018  11:59 am
PARCC First Day of Assessment Correction
SIS School Year at a Glance

Key Date: March 5, 2019
- PARCC Testing Earliest Start Date

Key Date: March 9, 2019
- EL Data due for Population of eGMS Ceiling Calculator Funding Allocation Report

Key Date: March 14, 2019
- DLM-AA Testing Earliest Start Date

Key Date: April 10, 2019
- SAT Initial Test Date

Key Date: April 11, 2019
- SAT First Day of Assessment Correction

Key Date: April 16, 2019
- Spring Enrollment Count Deadline
- 504 Plan Data Due

Key Date: April 24, 2019
- SAT Makeup Test Date

Key Date: April 20, 2019
- PARCC Testing – Latest End Date

Key Date: May 9, 2019
- DLM-AA Testing – Latest End Date
• Students are included in the Assessment Correction when the date of their SIS enrollment falls within the start and end dates of their Testing School’s Test Window.

  • Students in grades 3-8 are included based on their grade level and their SIS enrollment date.

• *If a school did not enter a Test Window start and end dates, these were defaulted to 03/05/19 – 04/20/19.*
• Until PARCC score data arrive rely on your local records for entering “Reason for No Valid Test Attempt” as applicable.

• If a “Reason for No Valid Test Attempt” is entered for a student and score data arrive, then the “Reason for No Valid Test Attempt” will be removed since it is not needed.

• Any student without a PARCC scale score or “Reason for No Valid Test Attempt” will be considered to be “Absent from Testing” which will negatively affect participation rate.

• Students in grades 3-8 who are not included in the PARCC correction but did test, can be added by creating an enrollment during the testing window.
PARCC Correction/Scores

• Step 1: Edit Assessment Correction

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

- Last Name
- First Name
- Date of Birth

Then click the 'Search' button.

Fields marked with an asterisk * are required.

Search Criteria

*SID

AND AT LEAST ONE BELOW

*Legal Last Name

*Legal First Name

*Date of Birth (mm/dd/yyyy)

Search
• Step 1: Select Assessment Correction Record
• Step 1: Edit Assessment Correction
  • Demographic data can only be updated Online
• PARCC Assessment Correction Reports
The image contains a table titled "2016 PARCC Assessment Correction (Summary)". The table is dated 4/11/2016 and shows the total students and test counts by grade and test code for different selection criteria. The table includes the following columns:

- Grade: All
- Total Students: 2943
- Test Window Status: COMPLETE
- Selection Criteria: None

The table also lists test codes such as ALG02, ELA03, ELA04, ELA05, ELA06, ELA07, ELA08, ELA11, MAT03, and MAT04, with corresponding counts.
### 2016 PARCC Assessment Correction (Detail)

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Reason for No Valid Test Attempt</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Medically Exempt</td>
<td>01</td>
<td>Refusal but Present to Test</td>
</tr>
<tr>
<td>02 Homebound</td>
<td>02</td>
<td>Part-Time Enrollment</td>
</tr>
<tr>
<td>03 In Jail/Locked Facility</td>
<td>03</td>
<td>Student Not Required to Participate in State Assessment</td>
</tr>
<tr>
<td>04 Out of State/Country</td>
<td>04</td>
<td>PSS-SIS Use Only</td>
</tr>
<tr>
<td>05 Not Enrolled</td>
<td>05</td>
<td>Reserved for Internal Use-SIS Use Only</td>
</tr>
<tr>
<td>06 Transfer to another public school within the district</td>
<td>06</td>
<td>Reserved for Internal Use-Multiple Scale Scores for Same Content Area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for No Valid Test Attempt</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02 Transfer to another public school within the district</td>
<td>02</td>
<td>Aged Out</td>
</tr>
<tr>
<td>03 Transfer to Home Schooled</td>
<td>03</td>
<td>Certificate of Completion</td>
</tr>
<tr>
<td>04 Transfer to Private School</td>
<td>04</td>
<td>Victim of a Violent Crime</td>
</tr>
<tr>
<td>05 Promotion</td>
<td>05</td>
<td>Change in Serving School or Full Time Equivalent (FTE)</td>
</tr>
<tr>
<td>06 Graduated with regular, advanced, International</td>
<td>06</td>
<td>Moved Out of the United States</td>
</tr>
<tr>
<td>Baccalaureate, or other type of diploma</td>
<td>07</td>
<td>Transfer to another public school district out of Illinois</td>
</tr>
</tbody>
</table>

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

- 01 Medically Exempt
- 02 Homebound
- 03 In Jail/Locked Facility
- 04 Out of State/Country
- 05 Not Enrolled
- 06 Not In Valid Grade or Course
- 07 Transferred Out Prior to Testing
- 08 Transferred In After Test Administration
- 09 Deceased
- 10 Absent from Testing
- 15 Refusal but Present to Test
- 16 Part-Time Enrollment
- 17 Reserved for Internal Use-SIS Use Only
- 18 PSS-SIS Use Only
- 19 Reserved for Internal Use-SIS Use Only
- 20 Reserved for Internal Use Only- Multiple Scale Scores for Same Content Area
- 21 Reserved for Internal Use Only-Scale Score for Content Area Exists in Another School
- 22 Reserved for Internal Use-SIS Use Only
DLM-AA Correction/Scores
SIS School Year at a Glance

Key Date: March 5, 2019
☐ PARCC Testing Earliest Start Date

Key Date: March 9, 2019
☐ EL Data due for Population of eGMS Ceiling Calculator Funding Allocation Report

Key Date: March 14, 2019
☐ DLM-AA Testing Earliest Start Date

Key Date: April 10, 2019
☐ SAT Initial Test Date

Key Date: April 11, 2019
☐ SAT First Day of Assessment Correction

Key Date: April 16, 2019
☐ Spring Enrollment Count Deadline
☐ 504 Plan Data Due

Key Date: April 24, 2019
☐ SAT Makeup Test Date

Key Date: April 20, 2019
☐ PARCC Testing – Latest End Date

Key Date: May 9, 2019
☐ DLM-AA Testing – Latest End Date
• The DLM-AA Assessment Correction window will begin for all schools in Late May

• During the Assessment Correction window, review all student data, including indicators, and add any Reason for No Valid Test Attempt codes as needed, based on local records.
DLM-AA Correction Screens – View
• DLM-AA Correction Screens – Edit
• DLM-AA Correction Screens – Search
### DLM-AA Correction and Scores Report

<table>
<thead>
<tr>
<th>Column</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Grade</td>
<td>Migrant Indicator</td>
</tr>
<tr>
<td>B Grade</td>
<td>Household Indicator</td>
</tr>
<tr>
<td>C Race/Ethnicity*</td>
<td>21st Century Indicator</td>
</tr>
<tr>
<td>D IEP Indicator</td>
<td>Enrolled in House School On or Before May 1</td>
</tr>
<tr>
<td>E ELP Indicator</td>
<td>Enrolled in Home District On or Before May 2</td>
</tr>
<tr>
<td>F RFL/Low Income Indicator</td>
<td>First Year in U.S. School</td>
</tr>
<tr>
<td>G SIS Entry Date*</td>
<td>SIS Exit Date*</td>
</tr>
<tr>
<td>H SIS Exit Date*</td>
<td>SIS Exit Code*</td>
</tr>
<tr>
<td>I SIS Exit Code*</td>
<td>Performance Level U/L*</td>
</tr>
<tr>
<td>J Performance Level Math*</td>
<td>Performance Level Science*</td>
</tr>
</tbody>
</table>

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

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

**Reason for No Valid Test Attempt**
- **01 Medically Exempt**
- **02 Homebound**
- **03 In Jail/Locked Facility**
- **04 Out of State/Country**
- **05 Not Enrolled Q**

**Error Code**
- **1** - Student score data are expected but missing. Enter a NVTA or check for score data in "Unassigned Test Results" report.
- **2** - Student has multiple scale scores for the same content area in more than one area school. Contact SIS for assistance.
Reason For No Valid Test Attempt:

- 01 Medically Exempt
- 02 Homebound
- 03 In Jail/Locked Facility
- 04 Out of State/Country
- 05 Not Enrolled
- 06 Not In Valid Grade or Course
- 07 Transferred Out Prior to Testing
- 08 Transferred In After Test Administration
- 09 Deceased
- 10 Absent from Testing
- 15 Refusal but Present to Test
- 16 Part-Time Enrollment
- 17 Reserved for Internal Use-SIS Use Only
- 18 PSS-SIS Use Only
- 19 Reserved for Internal Use-SIS Use Only
- 20 Reserved for Internal Use Only- Multiple Scale Scores for Same Content Area
- 21 Reserved for Internal Use Only-Scale Score for Content Area Exists in Another School
- 22 Reserved for Internal Use-SIS Use Only
Prenatal
Submit data and verify accuracy of (Deadline - July 31):

- Prenatal data
- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- *College Course Assignments*
- Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEPs
- *EL Information*
- *EL Screener*
- Homeless data
- *Immigrant data*
- Outside Course Assignments (Grades 9-12 only)
- *Regional Safe School Program (RSSP) data*
- Service Provider data (Students with IDEA Services only)
- Student Address data (Students with IDEA Services only)
- Student Course Assignments (K-12)
- Teacher Course Assignments (K-12)
Prenatal Data Collection

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

- Phone Area Code
- Phone Prefix
- Phone Suffix
- Place of Delivery
- City/Town of Delivery
- State of Delivery
- County of Delivery
- Total Number of Home Visits for Fiscal Year
- Total Number of Parent Groups/Sessions Attended for Fiscal Year
- Services Start Date
- Due Date
- Exit Reason
- Exit Date
- Delivery Date
- Total Number of Birthed Children
What values need to be submitted when services start?

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

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

• Place of Delivery
• City/Town of Delivery
• State of Delivery
• County of Delivery
• Total Number of Home Visits for Fiscal Year
• Total Number of Parent Groups/Sessions Attended for Fiscal Year
• Exit Reason
• Exit Date
• Delivery Date
• Total Number of Birthed Children

Exit Reasons

• 01 Live Birth
• 02 Pregnancy Ended
• 03 Moved/ Not Known to be Continuing Services
• 04 Death of Mother
• 05 Exited for New Fiscal Year
• 99 Erroneous
What values need to be submitted when services end?

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

- If end of year and Exit Code is, 05 - End of Fiscal Year, the entered data will be automatically re-populated into the system for the new Fiscal Year. New record will retain the original start date. Exit Date must be after July 31.

- If Exit Reason 99 (Erroneous)
  - Exit Reason
  - Exit Date

**Exit Reasons**

- 01 Live Birth
- 02 Pregnancy Ended
- 03 Moved/ Not Known to be Continuing Services
- 04 Death of Mother
- 05 Exited for New Fiscal Year
- 99 Erroneous
Prenatal End of Year Exits – June 30, 2018

- Each year services must end July 31 unless Exit Reason 01-04. If Exit Reasons are 01-04, districts should use the date in which the events occur as the Exit Date.

<table>
<thead>
<tr>
<th>Exit Reasons</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Birth</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Pregnancy Ended</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Moved/ Not Known to be Continuing Services</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>Death of Mother</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>Exited for New Fiscal Year</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>Erroneous</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>
Prenatal Data Rules

- If prenatal record is exited as “05 - Exited for New Fiscal Year”, the system automatically generates a record in the new School Year.
  - The new prenatal record retains the same Prenatal ID.
  - Services Start Date retains the value from the previous record.
  - Prenatal Care Start Trimester retains the value from the previous record.
  - Total Number of Home Visits for Fiscal Year are reset to 0 for the new record.
  - Total Number of Parent Groups/Sessions Attended for Fiscal Year are reset to 0 for the new record.

Exit Reasons

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

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

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

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

Exit Date (mm/dd/yyyy)
• No future dates allowed.
• Date can go back no more than 2 years
Creating a New Prenatal Record
Creating a New Prenatal Record
Searching for an existing Prenatal Record
Searching for an existing Prenatal Record

<table>
<thead>
<tr>
<th>Prenatal Id</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Maiden Name</th>
<th>Birth Date</th>
<th>Exit Reason</th>
<th>Exit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20120000X</td>
<td>Nancy</td>
<td>Lee</td>
<td>Smith</td>
<td>Sexton</td>
<td>01/01/1991</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Searching for a existing Prenatal Record
Link a Birth to 3 Student to a Prenatal Record
Link a Birth to 3 Student to a Prenatal Record

![Image of Student Information System (SIS) page displaying Prenatal record linking options.](image)
Link a Birth to 3 Student to a Prenatal Record
Link a Birth to 3 Student to a Prenatal Record
• Prenatal Counts Report
# Prenatal Counts Report

## 2017 Prenatal (Detail)

**RCDTS:** 012345678901233

<table>
<thead>
<tr>
<th>Columns</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Due Date</td>
<td>Service Start Date</td>
<td></td>
</tr>
<tr>
<td>B Delivery Date</td>
<td>Biological Mother's Date of Birth</td>
<td></td>
</tr>
<tr>
<td>C Exit Date</td>
<td>Number of Birthed Children</td>
<td></td>
</tr>
<tr>
<td>D Service Start Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Biological Mother's Date of Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Number of Birthed Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Number of Parent Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Number of Home Visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Trimester Start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Race Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Marital Status Codes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Race Codes:**
- 11 - Hispanic or Latino
- 12 - American Indian or Alaska Native
- 15 - Asian
- 14 - Black or African American
- 15 - Native Hawaiian or Pacific Islander
- 16 - White
- 17 - Two or More

**Marital Status Codes:**
- 01 - Never Married
- 02 - Married
- 03 - Widowed
- 04 - Divorced
- 03 - Separated

**Prenatal ID:** 201700005  **Mother's Name:** Smith (Sexton), Nancy  **Address:** 222 Pine Ave Springfield IL 62707  **Phone:** (217) 777-7777

<table>
<thead>
<tr>
<th>Place of Delivery</th>
<th>City, State &amp; County Description</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total # of Records:** 1
- Prenatal XREF Report
### 2017 Prenatal Xref To Student

**Race Codes:**
- 11 - Hispanic or Latino
- 12 - American Indian or Alaska Native
- 13 - Asian
- 14 - Black or African American
- 15 - Native Hawaiian or Pacific Islander
- 16 - White
- 17 - Two or More Races
- 18 - Other Race
- 99 - Unknown

**Gender Codes:**
- 01 - Female
- 02 - Male
- 99 - Unknown

**RCDTS:** 012345678901233

<table>
<thead>
<tr>
<th>Prenatal ID</th>
<th>Mother’s Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>201700005</td>
<td>Smith (Sexton), Nancy</td>
<td>222 Pine Ave, Springfield IL 62707</td>
<td>(217) 777-7777</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Gender</th>
<th>Race</th>
<th>Mothers Maiden Name</th>
<th>Mothers SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, John Michael</td>
<td>01/01/2017</td>
<td>02</td>
<td>16</td>
<td>Sexton</td>
<td></td>
</tr>
</tbody>
</table>

No Prenatal XREF Records Match The Selected Criteria
Birth to 3
Submit data and verify accuracy of (Deadline - July 31):

- Prenatal data
- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- College Course Assignments
- Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEPs
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Outside Course Assignments (Grades 9-12 only)
- Regional Safe School Program (RSSP) data
- Service Provider data (Students with IDEA Services only)
- Student Address data (Students with IDEA Services only)
- Student Course Assignments (K-12)
- Teacher Course Assignments (K-12)
Birth to 3 Validations

- All Mandatory Birth to 3 Information must be included before the student is exited
- The Home RCDTS of the student’s active enrollment must match the user’s IWAS RCDTS
New Birth to 3 Collection for School Year 2019

• EI Number
• Program Model
• Birth To 3 Classroom Location
• Screening for Eligibility Tool
• Total Number of Home Visits During the Year
• Total Number of Parent Groups/Sessions Attended During the Year
• Total Number of Hours Student Spent in DCFS Licensed Child Care Center
• Student Born with a Low Birth Weight
• Is Student a Youth in Care
  Was Parent Married at Time of Student's Birth
• Biological Mother's Date of Birth
• Student's Family is Receiving Child support
• Student's Family is Receiving TANF
• Student's Family is Receiving WIC
• Student's Family is Receiving SNAP
• Student's Family is Receiving Housing Subsidy
• Household Income Criteria
• Screening for Social and Emotional Development
### Student Enrollment – Birth to 3 Link

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

<table>
<thead>
<tr>
<th>SID</th>
<th>123456789</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Last Name</td>
<td>Smith</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Jane</td>
</tr>
<tr>
<td>Legal Middle Name</td>
<td></td>
</tr>
</tbody>
</table>

#### Student Enrollment: Active

<table>
<thead>
<tr>
<th>Enrollment Type for Serving</th>
<th>Transfer in from another District</th>
<th>School Year for Serving</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCDTS for Home</td>
<td>304821992323006</td>
<td>RCDTS for Serving</td>
<td>304821992323006</td>
</tr>
<tr>
<td>Enrollment Date for Serving</td>
<td>08/24/2014</td>
<td>FTE for Serving</td>
<td>1.00</td>
</tr>
<tr>
<td>Entry/Grade Level for Serving</td>
<td>Birth to 3</td>
<td>View/Edit Birth to 3</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td>Homeless</td>
<td>Regional Safe School Program</td>
<td></td>
</tr>
<tr>
<td>Exit Date</td>
<td></td>
<td>Exit Status</td>
<td></td>
</tr>
<tr>
<td>Exit Type</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Course Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Birth to 3 – View
**Birth to 3 – Edit**

![Student Information System (SIS) Interface]

<table>
<thead>
<tr>
<th>Mandatory Indicators</th>
<th>Program Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI Number</td>
<td>- Select -</td>
</tr>
<tr>
<td>Service Location (Modality) for Prevention Initiative Programs</td>
<td>- Select -</td>
</tr>
<tr>
<td>Screening for Eligibility Tool</td>
<td>- Select -</td>
</tr>
<tr>
<td>Screening for Social Emotional Development</td>
<td>- Select -</td>
</tr>
<tr>
<td>Total Number of Home Visits During the Year</td>
<td>- Select -</td>
</tr>
<tr>
<td>Student Born with a Low Birth Weight?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is Student a Youth in Care?</td>
<td>Yes</td>
</tr>
<tr>
<td>Total Number of Parent Group/Session Attended During the Year</td>
<td>- Select -</td>
</tr>
<tr>
<td>Was Parent Married at Time of Student's Birth?</td>
<td>Yes</td>
</tr>
<tr>
<td>Total Number of Hours Student Spent in DCFS Licensed Child Care Center</td>
<td>- Select -</td>
</tr>
<tr>
<td>Biological Mother's Date of Birth</td>
<td>- Select -</td>
</tr>
<tr>
<td>Student's Family is Receiving Child Support?</td>
<td>Yes</td>
</tr>
<tr>
<td>Student's Family is Receiving TANF?</td>
<td>Yes</td>
</tr>
<tr>
<td>Student's Family is Receiving SNAP?</td>
<td>Yes</td>
</tr>
<tr>
<td>Student's Family is Receiving WIC?</td>
<td>Yes</td>
</tr>
<tr>
<td>Student's Family is Receiving Housing Subsidy?</td>
<td>Yes</td>
</tr>
<tr>
<td>Household Income Criteria</td>
<td>- Select -</td>
</tr>
</tbody>
</table>

Next | Cancel
• Birth to 3 – Review
• SIS Reports – Birth to 3
## SIS Reports – Birth to 3

### Birth to 3 (Detail)

**SIS Home District:** 12345678912  
**ISBE Test District:**

**Selection Criteria:** None  
**Sorted By:** Student Name

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Gender</td>
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<tr>
<td>B</td>
<td>Race Code</td>
</tr>
<tr>
<td>C</td>
<td>IEP Indicator</td>
</tr>
<tr>
<td>D</td>
<td>Program Modal</td>
</tr>
<tr>
<td>E</td>
<td>Service Location</td>
</tr>
<tr>
<td>F</td>
<td>Screening for Eligibility Tool</td>
</tr>
<tr>
<td>G</td>
<td>Total Number of Home Visits During the Year</td>
</tr>
<tr>
<td>H</td>
<td>Total Number of Parent Groups/Sessions Attended During the Year</td>
</tr>
<tr>
<td>I</td>
<td>Total Number of Hours of Services for Student Per Week</td>
</tr>
<tr>
<td>J</td>
<td>Student Born with a Low Birth Weight</td>
</tr>
<tr>
<td>K</td>
<td>Is Student Living in a Foster Home</td>
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<tr>
<td>L</td>
<td>Was Parent Married at Time of Student’s Birth</td>
</tr>
<tr>
<td>M</td>
<td>Biological Mother’s Date of Birth</td>
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<tr>
<td>N</td>
<td>Student’s Family is Receiving Child Support</td>
</tr>
<tr>
<td>O</td>
<td>Student’s Family is Receiving TANF</td>
</tr>
<tr>
<td>P</td>
<td>Student’s Family is Receiving WIC</td>
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<tr>
<td>Q</td>
<td>Student’s Family is Receiving Food Stamps</td>
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<tr>
<td>R</td>
<td>Student’s Family is Receiving Housing Subsidy</td>
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<tr>
<td>S</td>
<td>Household Income Criteria</td>
</tr>
<tr>
<td>T</td>
<td>Social Emotional Tool</td>
</tr>
<tr>
<td>U</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Program Model Codes:** 01 - Parents as Teachers  02 - Baby Talk  04 - Healthy Families America  06 - Other Approved Model  06 - Early Head Start  07 - Name Family Partnership  99 - Enronect

**Service Location Code:** 04 - Home Visiting Prevention Initiative Program  05 - Center Based Prevention Initiative Program  06 - Family Literacy Prevention Initiative Program  07 - Early Head Start Home Visiting Program  08 - Early Head Start Center Based Program

**Screening for Eligibility Tool Codes:** 01 - Ages and Stages Questionnaire  02 - Bragrance Screening  03 - Denver Developmental Screening II  05 - Other

**Household Income Criteria Codes:** 01 - 50% at or below the Federal Poverty Level  02 - 100% at or below the Federal Poverty Level  03 - 200% at or below the Federal Poverty Level  04 - 400% at or below the Federal Poverty Level  06 - N/A For Homeless or Youth in Care

**Social Emotional Tool Codes:** 01 - Ages and Stages: Social and Emotional  02 - Denver Early Childhood Assessment  03 - Other Child Social and Emotional Screening Instrument

| Student ID | Student Name | Home RCDS | Serving RCDS | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 123456789  | Smith, Michael | 0123456789123 | 0123456789123 | F | 16 | N |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | N |   |
| 123456789  | Smith, Michael | 0123456789123 | 0123456789123 | F | 14 | N |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | N |   |
| 123456789  | Smith, Michael | 0123456789123 | 0123456789123 | M | 16 | N |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | N |   |
| 123456789  | Smith, Michael | 0123456789123 | 0123456789123 | M | 16 | N |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | N |   |

**Total Students:** 4
Caregiver Demographic
(Birth to 3)
Submit data and verify accuracy of (Deadline - July 31):

- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- College Course Assignments
- Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEP's
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Outside Course Assignments (Grades 9-12 only)
- Regional Safe School Program (RSSP) data
- Service Provider data (Students with IDEA Services only)
- Student Address data (Students with IDEA Services only)
- Student Course Assignments (K-12)
- Teacher Course Assignments (K-12)
Caregiver Demographic Validations

- All Mandatory Caregiver Demographic Information must be included before the student is exited
- The Home RCDTS of the student’s active enrollment must match the user’s IWAS RCDTS
- Student must be enrolled as “00 – Birth to 3”
Caregiver Demographic Validations

• Only one of each Caregiver record types will be accepted (Biological Mother, Biological Father, Adoptive Parent, Grandparent, Other Relative, Legal Guardian, Foster Parent, Other.) If the user sends in a record with the same Relationship Status of a record already in the database, SIS will overwrite the prior record with the new one.

• If a user submits a file with a Caregiver SID, SIS will verify that it is a valid SID. If the SID is not valid, it will not be stored; however, the rest of the record will be processed.

• Caregiver SID cannot match the SID of the Birth to 3 student.
• Student Enrollment – Birth to 3 Link


- **Birth to 3 – Caregiver Demographic Link**

  ![Image of Student Information System](image)

<table>
<thead>
<tr>
<th>Mandatory Indicators</th>
<th>Program Model</th>
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<tr>
<td>EL Number</td>
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<td>Service Location (Modality) for Prevention Initiative Programs</td>
<td>Screening for Social Emotional Development</td>
</tr>
<tr>
<td>Total Number of Home Visits During the Year</td>
<td>Student Born with a Low Birth Weight?</td>
</tr>
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<td>Total Number of Hours Student Spent in DCFS Licensed Child Care Center</td>
<td>Was Parent Married at Time of Student’s Birth?</td>
</tr>
<tr>
<td>Student’s Family is Receiving Child Support?</td>
<td>Biological Mother’s Date of Birth</td>
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<tr>
<td>Student’s Family is Receiving TANF?</td>
<td>Student’s Family is Receiving WIC?</td>
</tr>
<tr>
<td>Student’s Family is Receiving SNAP?</td>
<td>Student’s Family is Receiving Housing Subsidy?</td>
</tr>
<tr>
<td>Household Income Criteria</td>
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</tbody>
</table>
• **Caregiver Demographic – Add/Update**
• Caregiver Demographic – Edit
• Caregiver Demographic – Submit
Caregiver Demographic (Birth to 3)

- SIS Reports – Caregiver Demographic
### Caregiver Demographic – Report

#### 2015 Prevention Initiative Caregiver Demographics Information (Detail)

| Selection Criteria: Sorted By: Student Name |

<table>
<thead>
<tr>
<th>Columns</th>
<th>A. Educational Background of Caregiver</th>
<th>B. Race/Ethnicity of Caregiver</th>
<th>C. Current Employment Status of Caregiver</th>
<th>D. Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Background of Caregiver:</td>
<td>1 8th Grade or Less</td>
<td>3 Some High School/No Diploma</td>
<td>5 Vocational School Training</td>
<td>7 Some College</td>
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<tr>
<td></td>
<td>2 Current High School Student</td>
<td>4 High School Diploma/GED</td>
<td>6 Associate Degree</td>
<td>8 Bachelor Degree</td>
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<tr>
<td>Current Employment Status of Caregiver:</td>
<td>1 Unemployed/Not Seeking employment</td>
<td>3 Unemployed/Enrolled in job training</td>
<td>5 Employed in 20 hours or more per week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Unemployed/Seeking Employment</td>
<td>4 Employed in fewer than 20 hours per week</td>
<td>6 Self-employed</td>
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</table>

* Education Background, Race and Current Employment Status Codes definitions can be found on the Student Information System website.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Relationship</th>
<th>Caregiver SID</th>
<th>Caregiver Name</th>
<th>Birth Date</th>
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<th>B</th>
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<td>Smith, Michael</td>
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<td>Biological Mother</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>8</td>
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<tr>
<td>123456789</td>
<td>Jones, Anna</td>
<td>123456789123456</td>
<td>123456789123456</td>
<td>Biological Mother</td>
<td>Smith, Michael</td>
<td>01/01/2000</td>
<td>4</td>
<td>18</td>
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<td>Y</td>
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</table>
Early Intervention to Early Childhood Special Education Transition Report
• Early Intervention to Early Childhood Special Education Transition Report
  • The purpose of this data sharing process is to support school districts in their obligation to have eligibility determined and an IEP implemented, as necessary, on or before a child’s third birthday as the child exits early intervention (State Performance Plan Indicator 12).
Early Childhood Transition

Early Intervention to Early Childhood Special Education Transition Report

Illinois State Board of Education

RCDT: 012345678912345

Mr. Smith
100 North 1st
Springfield, IL 62701

The purpose of this data sharing process is to support school districts in their obligation to have eligibility determined and an IEP implemented, as necessary, on or before a child’s third birthday as the child exits early intervention. The list below is a cumulative list of children who should soon be transitioning into your district(s), which should assist you with future planning for early childhood special education services. While this list contains the names of children transitioning who are 27 months or older, the CFCs are obligated to refer children transitioning into your district by the time the child is 30 months old. If you do not receive this referral by the time the child is 31 months old, this list will enable your district to follow up with the family informing them about your district’s early childhood special education services. You may contact the CFC to verify or correct any of the family contact information on this list. You should also contact the CFC if you have received a child’s information, but have determined that the child resides in a neighboring district, so that the child’s information can be forwarded to the appropriate district. Due to HIPAA and FERPA regulations, these data should only be shared on an “as needed” basis to fulfill the indicated district’s child find obligations.

If information on this report is in error, please maintain this documentation locally in the event of any follow-up from ISBE about the student’s transition status. Any questions regarding early intervention to early childhood special education regulations and process should be directed to Kristy Doan at 217-524-4835 or to Felicia Malloy at 217-782-5589. Questions regarding the Illinois Department of Human Services student data may be directed to Ann Freiburg at Ann.Freiburg@illinois.gov. Correspondence with student identifying information should only be provided via the DHS secure fax at 217-524-6248.

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth Date</th>
<th>Contact:</th>
<th>EI Number</th>
<th>CFC ID</th>
<th>Month Reporter</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>
Evaluation (0-36 months)
SPP Indicator 12
Evaluation (0-36 Months)

• Evaluation (0-36 Months)
  • Collect the following data from the district for students identified on the Early Childhood Special Education Transition Report.
    • Eligibility Determination Date
    • IDEA Eligible
    • Delay in Transition
    • Reason for Not Evaluating
Evaluation (0-36 Months)

- School Year 2018 Spring Enrollment Counts Deadline is May 14, 2018 at 4:00 p.m.
- ISBE Internal SIS RNVT codes 18-22 will be applied again as applicable after assessment scores are posted for PARCC, SAT, and DLM-AA.
- The final PARCC Pre-ID file was sent to Vendor on March 1, 2018. School staff can now adjust student accommodations directly in PAN.
- DLM-AA Pre-ID was last sent to Vendor on February 13, 2018.
- SAT Pre-ID was last sent to Vendor on February 5, 2018.
- For the SIS external website, click here.
Evaluation (0-36 Months)

- Evaluation (0-36 Months)

Early Intervention to Early Childhood Special Education Transition

<table>
<thead>
<tr>
<th>SID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>EI Number</th>
<th>FFCID</th>
<th>Month Reported</th>
<th>Contact</th>
<th>Reason for Not Evaluating</th>
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<td>01/01/2016</td>
<td>Jones, Carol</td>
<td>123456</td>
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<td>01/01/2017</td>
<td>Kayla Jones 111 N Hammel Ave Springfield, IL 62707</td>
<td>No Delay</td>
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<tr>
<td>01/01/2016</td>
<td>Jones, Carol</td>
<td>123456</td>
<td>123456</td>
<td>01/01/2017</td>
<td>Kayla Jones 111 N Hammel Ave Springfield, IL 62707</td>
<td>Parental Delay</td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Outcomes
(SPP Indicator 7)
Submit data and verify accuracy of (Deadline - July 31):

- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- College Course Assignments
- Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEPs
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Outside Course Assignments (Grades 9-12 only)
- Regional Safe School Program (RSSP) data
- Service Provider data (Students with IDEA Services only)
- Student Address data (Students with IDEA Services only)
- Student Course Assignments (K-12)
- Teacher Course Assignments (K-12)
Early Childhood Outcomes

• Criteria determining when Early Childhood Outcomes data must be reported
  • Pre-K and
  • IDEA Services “Yes” and Private Schooled Student “No”

▪ Early Childhood Outcomes – Entry and/or Progress Rating
  • Recommended by Early Childhood Outcomes Advisory Committee to improve school districts’ tracking on early childhood special education students
    • Allow the school districts the ability to submit data at any time
    • Improve data quality
    • Use existing ECO data collection process
Early Childhood Outcomes

- Early Childhood Outcomes Validations
  - One Early Childhood Outcomes “Entry Rating” is mandatory before the student’s enrollment is exited
  - Upon exiting a student’s enrollment, an Early Childhood Outcomes Progress Rating is required if the last rating is more than 6 months old
  - The Early Childhood Outcomes ratings may be submitted to SIS at any time while the student is enrolled
• Example Student
Early Childhood Outcomes

• Primary Anchors
  • 01 Assessment and Evaluation Programming System (AEPS)
  • 02 Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
  • 03 High Scope Child Observation Record
  • 05 Hawaii Early Learning Profile (HELP)
  • 07 Transdisciplinary Play-Based Assessment (TPBA)
  • 08 Work Sampling System
  • 10 Teaching Strategies GOLD
  • 11 Early Learning Scales (ELS)
  • 12 Ages and Stages Questionnaire (ASQ)
  • 99 Erroneous
### Student Enrollment – ECO Link

**Student Information System (SIS)**

- **SID:** 123456789
- **Legal Last Name:** Smith
- **Legal First Name:** Alan
- **Legal Middle Name:**

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<tr>
<th>Student Enrollment: Active</th>
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<tbody>
<tr>
<td><strong>Enrollment Type for Serving</strong></td>
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<tr>
<td><strong>RCDTS for Home</strong></td>
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<tr>
<td><strong>RCDTS for Service Provider</strong></td>
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<tr>
<td><strong>Enrollment Date for Serving</strong></td>
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<tr>
<td><strong>Entry/Grade Level for Serving</strong></td>
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<tr>
<td><strong>Discipline</strong></td>
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<td><strong>Homelessness</strong></td>
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<td><strong>Exit Date</strong></td>
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<tr>
<td><strong>Exit Type</strong></td>
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<tr>
<td><strong>Student Course Assignment</strong></td>
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</table>

**Early Childhood Outcomes (ECO)**

For more information, please visit the ECO website or contact the SIS support team.
• ECO – View Entry Rating
Early Childhood Outcomes

- ECO – Edit Entry Rating
Early Childhood Outcomes – Entry Rating Review

- ECO – Review Entry Rating
Early Childhood Outcomes

- ECO – Student Ratings

Student Information System
Early Childhood Outcomes - Summary

Legal Last Name: Smith
Legal First Name: Michael
Date Of Birth: 01/01/2009

Early Childhood Outcomes

Entry Rating

<table>
<thead>
<tr>
<th>Rating Location</th>
<th>Date</th>
<th>Social Relationships</th>
<th>Use of Skills</th>
<th>Meet Own needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 123456789012345</td>
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Progress Ratings

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<th>Rating Location</th>
<th>Date</th>
<th>Social Relationships</th>
<th>Use of Skills</th>
<th>Meet Own needs</th>
</tr>
</thead>
<tbody>
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<td>Select 123456789012345</td>
<td>01/26/2015</td>
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</table>

Add Progress Cancel
- ECO – Progress Rating View
• ECO – Progress Rating View
Early Childhood Outcomes

• ECO – Progress Rating Review
• SIS Reports – Early Childhood Outcomes
### Early Childhood Outcomes Report for School Year

**SIS Home District:** 12345678901  
**ISBE Test District:**

#### Selection Criteria:
- Currently Enrolled Students Only
- Sorted By: Student ID

#### Primary Assessment Codes:
- 01: Assessment and Evaluation Programming System (AEPS)
- 02: Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
- 03: High Scope Child Observation Record
- 04: Creative Curriculum Assessment
- 05: Hawaii Early Learning Profile (HELP)
- 06: Individual Growth and Development Indicators (IGDI)
- 07: Transdisciplinary Play-Based Assessment (TPBA)
- 08: Work Sampling System
- 09: IEP for Speech Only
- 10: Teaching Strategies GOLD
- 11: Early Learning Scales (ELS)

#### Parental Involvement Codes:
- 01: Information Received in Team Meeting from Parent
- 02: Information from Parent Incorporated into assessment(s)
- 03: Did Not Use Information from Parent in Ratings Process

#### Rating Codes:
- 01: Not Yet
- 02: Emerging and Not Yet
- 03: Emerging
- 04: Somewhat and Emerging
- 05: Somewhat
- 06: Somewhat and Completely

#### Rating Category Codes:
- A: Did not improve functioning
- B: Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- C: Improved functioning to a level nearer to same-aged peers but did not reach it
- D: Improved functioning to reach a level comparable to same-aged peers
- E: Maintained functioning at a level comparable to same-aged peers
- F: Psychologist or social worker participated in the ratings
- G: Speech/language pathologist participated in the ratings
- H: Another related service provider participated in the ratings

#### Positive Social Relationships

<table>
<thead>
<tr>
<th>Home RCDTS</th>
<th>Rating Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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</table>

#### Acquisition and Use of Knowledge Skills

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<th>B</th>
<th>C</th>
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</table>

#### Appropriate Action to Meet Own Needs

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<th>B</th>
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</tbody>
</table>

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**Student ID:** 123456789  
**Name:** Smith, Michael  
**DOB:** 01/01/2000  
**Race:** 14  
**Gender:** F  
**IEP:** Y  
**Grade:** Pres-K  

**Entry Rating:** 12345678912345  
**01/01/2014**  
01 | Y | Y | Y | N | N | 03 | Y | 05 | 06 | Y  

**Progress Rating:** 12345678912345  
**01/01/2014**  
09 | Y | Y | N | N | N | 03 | Y | 05 | 06 | Y  

**Progress Rating Missing:** Duration since last rating 14 months
Homeless Data
Submit data and verify accuracy of (Deadline - July 31):

- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- College Course Assignments
- Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEP’s
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Outside Course Assignments (Grades 9-12 only)
- Regional Safe School Program (RSSP) data
- Service Provider data (Students with IDEA Services only)
- Student Address data (Students with IDEA Services only)
- Student Course Assignments (K-12)
- Teacher Course Assignments (K-12)
The following information is collected for all students that are marked Homeless in SIS:

Subpopulation

• Unaccompanied Youth Status

Primary Nighttime Residence

• Primary Nighttime Residence

Services and Activities Provided By the McKinney-Vento Sub grant Program

• Tutoring and Other Instructional Support

• Expedited Evaluations

• Staff Professional’s Development and Awareness
Services and Activities Provided By the McKinney-Vento Sub grant Program

- Referrals for Medical, Dental, and other Health Services
- Early Childhood Programs
- Assistance with Participation in School Program
- Before-School, After-School, Mentoring, Summer Programs
- Obtaining or Transferring Records Necessary for Enrollment
- Parent Education Related to Rights and Resources for Children
- Coordination between Schools and Agencies
- Counseling
- Addressing Needs Related to Domestic Violence
- Clothing to Meet a School Requirement
- School Supplies
Referral to Other Programs and Services
Emergency Assistance Related to School Attendance
Other (Services and Activities Provided by the McKinney-Vento Sub grant Program)

Barriers to the Education of Homeless Children and Youths
Eligibility for Homeless Services
School Selection
Transportation
School Records
Immunizations or Other Medical Records
Other (Barriers to the Education of Homeless Children and Youths)
### Program Indicators – View

#### Student Information System

**Student Information System**

**Program Indicators**

Click on the tabs to view the student details.

- **SID:** 123456789
- **Legal First Name:** John
- **Legal Last Name:** Smith
- **Legal Middle Name:**

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### Program Indicators – Edit

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</table>

**Next** **Cancel**
• Program Indicators – Homeless - Edit
- Program Indicators – Homeless – Review
- **Student Enrollment – Homeless Link**

The image shows a screenshot of the Student Information System (SIS) with a focus on the Homeless link under the Student Enrollment section. The screenshot highlights the details of a student's enrollment, including their enrollment type, transfer from another district, and the school year for serving. The region is marked as homeless with the option to view details. The system also includes tabs for student demographic, student enrollment, and program indicators. The screenshot also contains a mention of the Regional Safe School Program.
• SIS Reports – Homeless
### Homeless Data Collection (Detail)

**Homeless Report**

**SIS Home District:** 12345678901  **ISBE Test District**

**Selection Criteria:** Currently Enrolled Only  **Sorted By:** Student Name

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<th>A</th>
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<td>LEP Indicator</td>
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<td>J</td>
<td>Tutoring and Other Instructional Support</td>
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<td>Parent Education Related to Rights and Resources for Children</td>
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<td>Coordination between Schools and Agencies</td>
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<td>Addressing Needs Related to Domestic Violence</td>
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<td>Clothing to Meet a School Requirement</td>
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<td>Emergency Assistance Related to School Attendance</td>
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<td>Z</td>
<td>Other (Services and Activities Provided by the McKinney-Vento Subgrant Program)</td>
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</table>

**Primary Night Time Residence Codes:**

- **01** Sheltered
- **02** Doubled Up
- **03** Unsheltered
- **04** Hotel / Motels
- **99** Erroneous

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<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
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</table>
Regional Safe Schools Program (RSSP)
Submit data and verify accuracy of (Deadline - July 31):

- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- College Course Assignments
- Early Childhood Outcomes Entry and Progress Ratings for Pre-K Students with IEP’s
- EL Information
- EL Screener
- Freshman On Track
- Homeless data
- Immigrant data
- Outside Course Assignments (Grades 9-12 only)
- Regional Safe School Program (RSSP) data
- Service Provider data (Students with IDEA Services only)
- Student Address data (Students with IDEA Services only)
- Student Course Assignments (K-12)
- Teacher Course Assignments (K-12)
Regional Safe School Program (RSSP)

• **RSSP**
  - It is essential that the student is enrolled with the correct Serving RCDTS identified as the RSSP. (Example 280000000009301)
  - Both Home and Serving RCDTS can update the RSSP Record.
  - Ask the RSSP or use the SIS RCDTS look-up to locate the RCDTS for the RSSP:
    - [https://www.isbe.net/Pages/SISExcelTemplates.aspx](https://www.isbe.net/Pages/SISExcelTemplates.aspx)
Regional Safe School Program (RSSP)

- Student Enrollment – Regional Safe School Program Link
Regional Safe School Program Data – Review

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**Review RSSP details:** Press CHANGE button to correct any information or Press SUBMIT button to submit your request.

- **Reason For Referral:** Alcohol (liquor law violations, possession, use, sale)
- **Eligibility Status:** Expulsion-Eligible
- **Legal First Name:** Joane
- **Legal Last Name:** Smith
- **School Year:** 2015
- **School Code:** 50082
- **Enrollment Date:** 08/14/2014
- **Serving RCDTS:** 1590000000000301
- **Middle Name:**
- **Exit Date:**

**Regional Safe School Program (RSSP)**

**Student Information System**

Regional Safe School Program Data

**SID:** 123456789

**Legal Last Name:** Smith

**School Year:** 2015

**Home RCDTS:** 500821890220238

**Legal First Name:** Joane

**Enrollment Date:** 08/14/2014

**Serving RCDTS:** 1590000000000301

**Middle Name:**

**Exit Date:**
• SIS Reports – Regional Safe School Program
### Regional Safe School Program – Report

#### 2015 Regional Safe Schools Program (RSSP) (Detail)

**Selection Criteria:** Sorted By: Student ID

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</tr>
</tbody>
</table>

**Reason For Referral:** Drugs, excluding alcohol and tobacco

**Eligibility Status:** PA 97-0495-Expelled & Administratively Transferred

| Student ID | 123456789 | Smith, Michael |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| Birth Date | 01/01/2000 |                  |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| Home RCDTS | 12345678901234 |               |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| Serving RCDTS | 123456789129301 |                |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| A | Y | Y | Y | Y | N | Y | N | Y | N | Y | N | N | N | N | N | N |
| B | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| C | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| D | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| E | Y | Y | Y | Y | N | Y | N | Y | N | Y | N | N | N | N | N | N |
| F | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| G | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| H | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| I | Y | Y | Y | Y | N | Y | N | Y | N | Y | N | N | N | N | N | N |
| J | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| K | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| L | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| M | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| N |= | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

**Reason For Referral:** Fighting (mutual altercation), battery, and/or physical altercation

**Eligibility Status:** PA 97-0495-Expelled & Administratively Transferred

| Student ID | 123456789 | Smith, Michael |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| Birth Date | 01/01/2000 |                  |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| Home RCDTS | 12345678901234 |               |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| Serving RCDTS | 123456789129301 |                |   |          |   |                                |   |                               |   |                         |   |                      |   |                       |   |                           |   |                      |   |                      |   |                      |   |                      |   |                      |   |                      |   |                       |
| A | N | N | N | 03/24/2014 | N | Y | Y | Y | Y | Y | N | N | N | N | N | N |
| B | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| C | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| D | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| E | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| F | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| G | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| H | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| I | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| K | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| L | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| M | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| N |= | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

**Reason For Referral:** Other Reason

**Eligibility Status:** Expulsion-Eligible
Reviewing Final ACCESS
SIS School Year at a Glance

- **Key Date: Mid-July 2018**
  - ACCESS Posting of Final Scores

- **Key Date: July 31, 2018, by 4:00 p.m.**
  - Exit All Enrollments for 2018 School
  - Student Discipline Groups data submissions due

- **Key Date: August 15, 2018, by 4:00 p.m.**
  - Adjusted Cohort Graduation Rates due
Reviewing Final ACCESS Scores

- ACCESS Score Report – Detail
Reviewing Final ACCESS Scores

- ACCESS Assessment Score – Detail Report

### 2015 ACCESS Scores Report (Detail)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Test, Student A</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student B</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student C</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student D</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student E</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student F</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student G</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
<tr>
<td>123456789</td>
<td>Test, Student H</td>
<td>01/01/2011</td>
<td>1</td>
</tr>
</tbody>
</table>
Exit Enrollment
SIS School Year at a Glance

- **Key Date: Mid-July 2019**
  - ACCESS Posting of Final Scores

- **Key Date: July 31, 2019, by 4:00 p.m.**
  - Exit All Enrollments for 2019 School
  - Student Discipline Groups data submissions due

- **Key Date: August 15, 2019, by 4:00 p.m.**
  - Adjusted Cohort Graduation Rates due
Chronic Absenteeism Status
• *Excused and unexcused absences in the prior academic year.*
  • Grades Pre-K-12

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

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

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

- **Number of unexcused absence days**: The number of days or partial days represented as a decimal that the student was absent without cause (unexcused absence). The precision will be 2 decimal points.
Validations

• The attendance data (Days Present, Excused Absences, Unexcused Absences) are optional or may be left blank for the following:
  • Birth to 3 students
  • Early Childhood students
  • Private School Students = ’Yes’
  • Serving School District is not the same as Home School District
• All enrollments where the serving school’s district is the same as the home school’s district are required to provide Days Present, Excused Absences, and Unexcused Absences.
• Total number of Days Present, Excused Absences and Unexcused Absences must be equal to or less than the total number of days enrolled.
What is required before exiting students?

- Prenatal
- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- Early Childhood Outcomes Entry and Progress Rating for Pre-K students with IEPs
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Preschool Student Course Assignments
- Regional Safe School Program (RSSP) data
- Student Address data (Students with IDEA Services only)
- Secondary Courses Missing Final Letter Grade
Exit Enrollment

Reference the Current Enrollment Data Completion Status chart on the District Status Panel to determine what data are required before exiting students.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total Required</th>
<th>Complete</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth To 3</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Birth To 3 Caregiver Demographics</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Early Childhood Outcomes(ECO) Entry</td>
<td>24</td>
<td>15</td>
<td>62%</td>
</tr>
<tr>
<td>Early Childhood Outcomes(ECO) Progress</td>
<td>13</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Early Childhood Expansion Grant</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>51</td>
<td>49</td>
<td>96%</td>
</tr>
<tr>
<td>EL Screener</td>
<td>15</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>Homeless</td>
<td>299</td>
<td>274</td>
<td>91%</td>
</tr>
<tr>
<td>Eligible for Immigrant Student Program</td>
<td>579</td>
<td>574</td>
<td>99%</td>
</tr>
<tr>
<td>Student Address for NEW IEP students</td>
<td>738</td>
<td>728</td>
<td>98%</td>
</tr>
<tr>
<td>Regional Safe Schools Program (RSSP)</td>
<td>11</td>
<td>8</td>
<td>72%</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Secondary Courses Missing Final Letter Grade</td>
<td>7951</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Exit All Enrollments

- All 2019 Enrollment records must be exited by 4:00 p.m. July 31, 2019
  - We recommend all students are exited immediately after their last day of school
    - The exit date should be the last FULL day the student was scheduled to receive educational services, regardless of whether the student was in attendance or absent that day
    - However, if you have students taking summer classes, please wait to exit those students until after they finish their classes
    - Students can not re-enroll after they graduate (i.e., if exit code 06 was used).

- Exit enrollment records online (individual records, one at a time) or via the batch file process (multiple records at once)
  - Online Process
    - Use the SIS Exit Enrollment screen
  - Batch File Process
    - Upload Exit Enrollment File via Batch Upload in SIS
Verify all 2019 enrollments have been exited

- View the Enrollment reports in ISBE SIS
  
  - Use the **Reports** screen
  
  - Expand the **Demographics and Enrollment** section and then select the **Enrollment - Summary** link

  - Ensure the following report criteria are selected
    
    - 2018 – Active Enrollments Only
    - Home School

  - Press **View Report** or **Create PDF Report**

  - If the **Count** in any **Grade** listed in the report is **not** 0, run the Student Enrollment Detail Report and exit the identified record(s)
Refer to District Status Panel for Current Enrollments & Program Indicators to ensure all students are exited
Exit Enrollment

- Exit Enrollment – Search

To exit an enrollment for a student please provide the SID and at least one of the following:

1. Last Name
2. First Name
3. Date of Birth

Then click the 'Search' button

Fields marked with an asterisk * are required.

Search Criteria

- SID: [123456789]
- Legal Last Name: Smith
- Legal First Name: [X]
- Date of Birth (mm/dd/yyyy)

AND AT LEAST ONE BELOW
### Exit Enrollment – Search Results

**Student Information System**

**Exit Enrollment – Enrollment Summary**

#### Student Information
- **SID:** 123456789
- **Legal Last Name:** Smith
- **Legal First Name:** Joan
- **Date of Birth:** 10/01/2000

#### Enrollment Details
- **RCRTS for Home:** 123456789
- **Enrollment Date for Serving:** 08/14/2014
- **Entry/Grade Level for Serving:** 4th Grade
- **PTE for Serving:** 1.00
- **RCRTS for Serving:** 123456789
- **Enrollment Type for Serving:** Transfer in from another District
- **School Year for Serving:** 2015

---

**Contact Information**

- **Administrator:** Lori Chalmers
- **Tel:** 618-446-3970
- **Fax:** 618-646-3978
- **Email:** lori.chalmers@east150.com
- **District:** East St Louis SD 169
- **School:** Annette Off Here Elementary
- **County:** Saint Clair

- **Print**
- **Close**
Exit Enrollment

- **Exit Enrollment Validations**

  - Mandatory Early Childhood Outcomes Data Missing
    - An Early Childhood Outcomes “Entry Rating” is mandatory before the student’s enrollment is exited
    - Upon exiting the student’s Enrollment, an Early Childhood Outcomes Progress Rating will be required if the last rating is more than 6 months old
    - The Early Childhood Outcomes ratings may be submitted to SIS at any time while the student is enrolled

  - Mandatory EL Data Missing
    - If a student’s EL Indicator = Yes, the EL record must contain all the mandatory data prior to exiting the student’s enrollment
Exit Enrollment Validations

- Mandatory EL Screener Data Missing
  - Student enrolled in Grades K-12
  - The SID was created after August 1, 2013, with the Home Language or Native Language other than English
  - No previous EL Screener data exists in SIS

- Mandatory Homeless Data Missing
  - If a student’s Homeless Indicator = Yes, the Homeless record must contain all the mandatory data prior to exiting the student’s enrollment

- Mandatory Caregiver Demographic Data Missing
  - If the student has a Participant Demographic record in SIS, all mandatory Participant Demographic data must be completed prior to exiting student’s enrollment
Exit Enrollment

- **Exit Enrollment Validations**
  - Exit Date cannot be a future date
  - A student must be IDEA Services = “Yes” before exiting the student using the following Exit Type Codes:
    - 14 - Aged Out
    - 15 - Certificate of Completion
  - Students enrolled in Grade 12 may not have an Exit Type code of “05” Promoted
  - Only Students enrolled in Grades 11 or 12 can have the Exit Type code “06” Graduated
Exit Enrollment

- **Exit Codes**
  - 02 Transfer to another public school within the district
  - 03 Transfer to Home Schooled
  - 04 Transfer to Private School
  - 05 Promotion
  - 06 Graduated
  - 07 Death
  - 08 Expulsion
  - 09 Dropped Out
  - 10 Transfer to GED
  - 11 Moved, not known to be continuing
  - 12 Retained in same grade
  - 14 Aged Out
  - 15 Certificate of Completion
  - 16 Victim of a Violent Crime
  - 17 Change in Serving School or Percent of Day Attended
  - 18 Moved Out of the United States
  - 19 Transferred to Another Public School district out of Illinois
  - 20 Transferred to Another Public School district in Illinois
  - 99 Erroneous enrollment
Student’s enrollment data was entered incorrectly:

- Exit Student’s Enrollment record as Erroneous
  - If an Enrollment record is erroneous, the Exit Enrollment Date should ideally be the exact same date as the Enrollment Entry Date
  - The Enrollment Exit/Withdrawal Type for an erroneous Enrollment record should be Code 99 ("Erroneous Enrollment")

- Before an enrollment can be identified as erroneous, other data collections (listed below) triggered by the student’s attributes may also need to be identified as erroneous.
  - EL
  - EL Screener
  - Early Childhood Outcomes
  - Homeless
  - Student Discipline
Exit Enrollment – Edit
Exit Enrollment – Review

Please review the student information before confirming your request for exit enrollment.

- If you need to correct any information before submitting your request for exit enrollment, press CHANGE button.
- If you are ready to submit your request, press SUBMIT button on the bottom of this page.

<table>
<thead>
<tr>
<th>SID</th>
<th>Legal Last Name</th>
<th>Date of Birth</th>
<th>RCOIS for Home</th>
<th>RCOIS for Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith</td>
<td>10/01/2000</td>
<td>SC082185022038</td>
<td>150000000000001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Exit Date</th>
<th>Enrollment Exit Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/15/2015</td>
<td>Permanent</td>
</tr>
</tbody>
</table>

Submit
• Exit Enrollment – Exit Successful
• Districts that last enrolled the student can remove the exit, making the enrollment active again
What can be provided after the student has been exited?
What can be provided after the student has been exited?

- **Student Discipline Groups Data**
  - All discipline Groups data must be reported by **July 31, 2019, at 4:00 p.m.**
  - The disciplinary action must have occurred during the student’s time of enrollment in your district, but the student does not need to be currently actively enrolled in your district.

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

- **Student Course Assignment**
  - All student course data must be reported after completion of the course
Student Discipline Groups
SIS School Year at a Glance

- **Key Date: Mid-July 2019**
  - ACCESS Posting of Final Scores

- **Key Date: July 31, 2019, by 4:00 p.m.**
  - Exit All Enrollments for 2018 School
  - Student Discipline Groups data submissions due

- **Key Date: August 15, 2019, by 4:00 p.m.**
  - Adjusted Cohort Graduation Rates due
Student Discipline Groups

• Student Discipline Groups data can be added and updated via Online or Batch

• Only the Home School can view or submit Student Discipline Groups data

• Student Discipline Groups data is only required if disciplinary action has occurred

• A school may or may not have discipline data to submit

• On July 31 of each school year, all identifiable student data will be removed from the Student Discipline Groups record and only aggregate data will be maintained
• **Student Discipline Groups Validation**

  • For a Student Discipline Groups record to be added or updated, the student must have a valid Enrollment record that synchronizes with the Student Discipline Groups record on the following elements:
    • Home RCDTS
    • Serving RCDTS
    • School Year
    • Incident Date
    • Incident Number

    • The Incident Date must be equal to or greater than the Enrollment Date **and** equal to or less than the Exit Enrollment Date **at** the Serving School where the incident occurred
• **Student Enrollment – Student Discipline Group Link**
• Student Discipline – Add Disciplinary Action
• Student Discipline – Edit
• Student Discipline – Review
• **Student Discipline – Update Successful**
• Student Discipline Report
### Student Discipline Report

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date</th>
<th>Race Codes</th>
<th>Gender Codes</th>
<th>Incident Date</th>
<th>Disability Description</th>
<th>Disciplinary Action</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>09/23/2014</td>
<td>G: None</td>
<td>F: 01</td>
<td>01/01/2000</td>
<td>Other reason</td>
<td>In-School Suspension</td>
<td>3 Days</td>
</tr>
<tr>
<td>123456789</td>
<td>Jones, Anna</td>
<td>09/24/2014</td>
<td>G: Emotional Disability</td>
<td>F: 01</td>
<td>01/01/2000</td>
<td>Other reason</td>
<td>In-School Suspension</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
• Student Discipline by Group Number Report
### Student Discipline Report by Incident Group Number (Detail)

**SIS Home District:** 12345678912  
**Sorting:** None Selected

#### Selection Criteria:
- **Columns:** A. Race Codes, B. Gender Codes, C. Grade, D. IEP, E. Incident Date, F. Incident Number, G. Disability Description, H. Incident Description, I. Disciplinary Action, J. Disciplinary Duration

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>A</th>
<th>B</th>
<th>SIS Home School</th>
<th>Serving School</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, John</td>
<td>01/01/2002</td>
<td>16</td>
<td>M</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>8</td>
<td>N</td>
</tr>
<tr>
<td>E: 10/05/2016</td>
<td>F: 01</td>
<td>G: None</td>
<td>H: Dangerous weapon - oth</td>
<td>I: Out-of-School Suspension</td>
<td>J: 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>987654321</td>
<td>Jones, Mike</td>
<td>01/01/2005</td>
<td>16</td>
<td>M</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>6</td>
<td>N</td>
</tr>
<tr>
<td>E: 10/05/2016</td>
<td>F: 01</td>
<td>G: None</td>
<td>H: Dangerous weapon - oth</td>
<td>I: Out-of-School Suspension</td>
<td>J: 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Incident Group Number: 12207**

**Incident Group Number: 12246**

**Student Discipline by Group Number Report**

- The report details incidents involving students, including their names, dates, and descriptions of the incidents.
Verify data used for Report Card and Accountability
End of School Year 2019 Tasks

Verify data used for Report Card and Accountability

- Percent of 8th Graders Taking Algebra I
- Freshman on Track
- Adjusted Cohort Graduation Rate
- Advanced Coursework
- Attendance Data
- Chronic Absenteeism
- Chronic Truancy
- Student Mobility
End of School Year 2019 Tasks

Verify data used for Report Card and Accountability

• Student Course Assignments MUST have a final letter grade before reviewing the following reports:
  • Advanced Coursework
  • Freshman On Track
  • 8th Graders taking Algebra I
Verify data used for Report Card and Accountability

- Exit all student enrollments before verifying the following reports:
  - Student Mobility
  - Chronic Absenteeism
  - Chronic Truancy
  - Adjusted Cohort Graduation Rate reports
Data used for Report Card and Accountability are calculated by “Responsible School”.

- Responsible School is for reporting purposes only and is not entered by the school districts.
- If the Serving is a public school then they are the Responsible School.
  - If the student has a split enrollment and both Serving Locations are a public school then the enrollment with the higher Serving PDA will be the Responsible School.
- If the student is outplaced then the other Serving Location on the student’s split enrollment would be the Responsible School.
- When renting space in the Serving Location (e.g.; Special Ed Co-Op) the Responsible School defaults to the Home School.
Percent of 8th Graders Taking Algebra I
Percent of 8th Graders Taking Algebra I

• This metric is the percentage of 8th graders who have passed Algebra I or an equivalent math class. (This data will reflect the 2019 School Report Card)

  • A student enrolled at any Illinois public school on or before 10/02/2018 and on or after 05/01/2019 is assigned to the last district enrolled for the school year.

  • The source for this metric is from the student enrollment and student course assignment data found in the Student Information System.

  • Math courses Subject Area (02) are Secondary Courses and receive High School Credit

  • Math courses Subject Area (52) are Prior to Secondary

  • Please note that math courses taken during the summer session following 8th grade are NOT included in this calculation.
End of School Year 2019 Tasks

If student is assigned to one of the following State Courses they are classified as passing Algebra I, regardless of the Final Letter Grade. (This is because these classes require Algebra I as a prerequisite.)

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

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>02052A000</td>
<td>Algebra I (Secondary Course with high school credit)</td>
</tr>
<tr>
<td>02054A000</td>
<td>Algebra I/Part 2</td>
</tr>
<tr>
<td>02055A000</td>
<td>Transition Algebra</td>
</tr>
<tr>
<td>52038A000</td>
<td>Mathematics (grade 8) with Course Level as “Enriched” or “Honors”</td>
</tr>
<tr>
<td>52052A000</td>
<td>Algebra I (Prior to Secondary)</td>
</tr>
<tr>
<td>52061A000</td>
<td>Integrated Math/Multiyear Equivalent</td>
</tr>
<tr>
<td>52069A000</td>
<td>Algebra/Other</td>
</tr>
</tbody>
</table>
## End of School Year 2019 Tasks

### Final Letter Grade

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

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

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

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

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

**Meets Standard (Developing Appropriately)**  
Student usually demonstrates the skill or understands the concepts and meets expectations for the reporting period.
End of School Year 2019 Tasks

Student Information System (SIS)

- Percent of 8th Graders Passing Algebra I - Report
End of School Year 2019 Tasks

Student Information System (SIS)

• Percent of 8th Graders Passing Algebra I - Report
End of School Year 2019 Tasks

Student Information System (SIS)

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

Ilinois State Board of Education
Student Information System

2018 Percent 8th Graders Taking Algebra I Report (Detail)

5/17/2018 8:50 AM

* Courses in Subject Areas 52 + 02

<table>
<thead>
<tr>
<th>Did not pass Algebra I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Student Name</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
<tr>
<td>Term</td>
<td>Student ID</td>
</tr>
</tbody>
</table>

Total Students: 173
8th Grade Passing Algebra I: 0
Did Not Pass/Take Algebra I: 173
Percent Passing Algebra I: 0.00

Home School: 123456789102345 Mason/Clark Middle Sch
Responsible: 123456789102345

SIS Serving School: 123456789102346 Mason/Clark Middle Sch
Selection Criteria: Course Details Hidden

497
Freshman On Track
Freshman on track:

- First Time 9th Grade Students enrolled at any Illinois public school on or before 10/02/2018 and exited on or after 05/01/2019. If the student has multiple enrollments the last enrollment is used as long as the exit date is after 05/01/2018

- Sum of 5 Credits or more (Any subject/class) - Passing

- Can not fail more than 0.5 credit from core subject (Reading, Math, Science and Social Science)

- Metric does not include summer school

- The source for this metric is from the SIS student enrollment and student course assignment data.

- Final Letter Grades
  
  - Passing
    
    01 - A+
    02 - A
    03 - A-
    04 - B+
    05 - B
    06 - B-
    07 - C+
    08 - C
  
  - 09 - C-
  
  - 10 - D+
  
  - 11 - D
  
  - 12 - D-
  
  - 13 - F
  
  - 14 - S (Satisfactory)
  
  - 15 - U (Unsatisfactory)
### Freshman On Track - Detail

- **End of School Year 2019 Tasks**

  - **Student Information System (SIS)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman On Track</td>
<td></td>
</tr>
</tbody>
</table>

**Student**
- Assessments
- Bilingual
- Demographics and Enrollment
- Discipline
- Early Learning
- Homeless
- Individual Student
- Regional Safe School

**Course Assignments**
- Student and Teacher Reports
- Missing Courses

**State Reporting**
- Fall Enrollment Counts
- Homeless Counts
- Report Card and Accountability Reports
  - Percent 8th Graders Taking Algebra I
  - Freshman On Track

**Adjusted Cohort Graduation Rate**
- Rate Overview
- Rate by Subgroup
- Student Detail by Cohort Category
- Rate by Exit Type Code
- SIS Calculated First Year 9th Grade
- Homeless Graduation Rate

**End of Year Reports**
- Student Suspensions
- Student Expulsions
- High School Dropouts
- High School Graduates
- Student Discipline

**Miscellaneous Reporting**
- Multiple SID (Closed Enrollment, Missing Persons)
- Freshman On Track (Detail) - Report Criteria Screen
## Freshman On Track (Detail) – Report

### Illinois State Board of Education

**Student Information System**

**2018 Freshman On Track Report (Detail)**

- **School:** Test Senior High School
  - **Home School:** 1234567891234 - East St Louis Senior High School

#### Total Freshman: 344

<table>
<thead>
<tr>
<th></th>
<th>Freshman On Track: 0</th>
<th>Freshman Not On Track: 344</th>
<th>Freshman On Track Percentage: 0.00</th>
</tr>
</thead>
</table>

### Not On Track

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Number of Credits Passed</th>
<th>Number of Core Course Credits Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Test John</td>
<td>10/20/1995</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02/04/2003</td>
<td>2.50</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/20/2002</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02/02/2001</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/21/2002</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02/06/2002</td>
<td>2.50</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05/27/2002</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Adjusted Cohort Graduation Rate
Adjusted Cohort Graduation Rate

• The 2019 adjusted cohort graduation rate will be calculated based on SIS data.

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

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

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

- Adjusted Cohort Graduation Rate - Search Screen
Online

- Adjusted Cohort Graduation Rate
**Online**

- Adjusted Cohort Graduation Rate

**Student Information System**

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Transfer in from within District</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCDTS for Home</td>
<td>1234567891234</td>
<td>2018</td>
</tr>
<tr>
<td>Enrollment Grade Level</td>
<td>12 - Grade 12</td>
<td>RCDTS for Serving</td>
</tr>
<tr>
<td>Enrollment Date</td>
<td>08/17/2017</td>
<td>FTE</td>
</tr>
<tr>
<td>Cohort Graduation Date</td>
<td>09/13/2017</td>
<td>Exit Date</td>
</tr>
</tbody>
</table>

**Enrollment Exit Type**

- Transfer to GED program
Online

- Adjusted Cohort Graduation Rate - Verify Screen
End of School Year 2019 Tasks

Student Information System (SIS)

• Adjusted Cohort Graduation Rate Overview - Summary
End of School Year 2019 Tasks

## Adjusted Cohort Graduation Rate Overview – Summary

<table>
<thead>
<tr>
<th>Home District: 123456789</th>
<th>ISBE SD 101</th>
<th>4 year cohort year = 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates + Non-Graduates</td>
<td>501</td>
<td></td>
</tr>
<tr>
<td>0.60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>3</td>
<td>Graduates</td>
</tr>
<tr>
<td>Original Cohort Member</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Transfer In</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Graduates + Transfer In</td>
<td>53</td>
<td>Non-Graduates</td>
</tr>
<tr>
<td>Original Cohort Member</td>
<td>493</td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Non-Graduates</td>
<td>445</td>
<td></td>
</tr>
<tr>
<td>Transfers Out</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Graduates - Transfer Out</td>
<td>98</td>
<td>Verified</td>
</tr>
<tr>
<td>Original Cohort Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verified</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Un-Verified</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
End of School Year 2019 Tasks

Student Information System (SIS)

- Adjusted Cohort Graduation Rate By Subgroup - Summary
End of School Year 2019 Tasks

Student Information System (SIS)

- Adjusted Cohort Graduation Rate By Subgroup - Summary

### Adjusted Cohort Graduation Rate by Subgroup

<table>
<thead>
<tr>
<th>Home District: 123456789</th>
<th>ISBE SD 101</th>
<th>4 year cohort year = 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Graduates</strong></td>
</tr>
<tr>
<td></td>
<td>Graduates</td>
<td>Original</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>IEP</strong></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>LEP</strong></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>FRL</strong></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
End of School Year 2019 Tasks

• Adjusted Cohort Graduation Rate By Cohort Category - Summary
### Adjusted Cohort Graduation Rate By Cohort Category - Summary

| SIS Home District: 1234567891234 | SIS SD 101 | 4 year cohort year = 2015 |

<table>
<thead>
<tr>
<th>Original Cohort Member</th>
<th>Gender</th>
<th>Race</th>
<th>9th Grade Home RCDTS</th>
<th>LEP</th>
<th>IDEA Services</th>
<th>FRL</th>
<th>Last Exited Enrollment in SIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789 Smith, Test</td>
<td>M</td>
<td>14</td>
<td>1234567891234</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>12 2017 1234567891234 1234567891234 06 Graduated</td>
</tr>
<tr>
<td>123456789 Smith, Test</td>
<td>M</td>
<td>14</td>
<td>1234567891234</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>10 2017 1234567891234 1234567891234 05 Non-Graduated</td>
</tr>
<tr>
<td>123456789 Smith, Test</td>
<td>F</td>
<td>14</td>
<td>1234567891234</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>11 2017 1234567891234 1234567891234 05 Non-Graduated</td>
</tr>
</tbody>
</table>
End of School Year 2019 Tasks

Student Information System (SIS)

- Adjust Cohort Graduation Rate By Exit Type Code - Summary
End of School Year 2019 Tasks

### Adjusted Cohort Graduation Rate - Summary

#### Adjusted Cohort Graduation Rate by Exit Type Code

**School Year 2016**

This Cohort Consist of Students Whose 1st Year in 9th Grade Was School Year 2013

<table>
<thead>
<tr>
<th>Aged Out</th>
<th>Non-Graduates</th>
<th>Removed from Cohort (Not Excluded)</th>
<th>2015</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change in Serving School or Full Time Equivalent (FTE)</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Death</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>0</td>
<td>34</td>
<td>0</td>
<td>18</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Graduated with regular, advanced, international Baccalaureate, or other type of diploma</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medical Non-Compliance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moved Out of the United States</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moved, not known to be continuing</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Promotion</td>
<td>0</td>
<td>251</td>
<td>0</td>
<td>14</td>
<td>224</td>
<td>5</td>
</tr>
<tr>
<td>Retained in same grade</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to another public school district</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to another public school district IN Illinois</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Transfer to another public school district OUT of Illinois</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Transfer to another public school within the district</td>
<td>0</td>
<td>88</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Transfer to GED program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Transfer to Home Schooled</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to Private School</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Victim of a Violent Crime</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3</strong></td>
<td><strong>415</strong></td>
<td>3</td>
<td><strong>20</strong></td>
<td><strong>18</strong></td>
<td><strong>353</strong></td>
</tr>
</tbody>
</table>

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

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

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

• This is for grades 9 – 12 only

• The 2019 data will be final as of August 15, 2019, at 4:00 PM
Advanced Coursework
Advanced Coursework

- Advanced Coursework - International Baccalaureate (IB), Advanced Placement (AP) and Dual Credit Courses

- Only applies to Students in Grades 9-12

- Students in grade 9-12 taking International Baccalaureate (IB), Advanced Placement (AP) and Dual Credit Courses in SIS are being used for state and Federal reporting.

- The deadline to make any changes Student Course Assignment data to be included in reporting is due August 15, 2019 at 4:00 PM. Student Course Assignments can continue to be entered after the July 31, 2019 exit deadline.
End of School Year 2019 Tasks

- Advanced Coursework
### Advanced Coursework - Summary

#### 2018 Students Taking Advanced Coursework (Summary)

<table>
<thead>
<tr>
<th>Home District: 1234567891234</th>
<th>Responsible: 1234567891234</th>
</tr>
</thead>
</table>

#### Advanced Placement Course Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>Students in Courses</th>
<th>Percent of Students in Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>447</td>
<td>53</td>
<td>11.86%</td>
</tr>
<tr>
<td>10</td>
<td>354</td>
<td>14</td>
<td>3.95%</td>
</tr>
<tr>
<td>11</td>
<td>286</td>
<td>36</td>
<td>12.59%</td>
</tr>
<tr>
<td>12</td>
<td>329</td>
<td>62</td>
<td>18.84%</td>
</tr>
<tr>
<td>Total</td>
<td>1,416</td>
<td>165</td>
<td>11.65%</td>
</tr>
</tbody>
</table>

#### International Baccalaureate Course Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>Students in Courses</th>
<th>Percent of Students in Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>447</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>10</td>
<td>354</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>11</td>
<td>286</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>12</td>
<td>329</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>1,416</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

#### Dual Credit Course Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>Students in Courses</th>
<th>Percent of Students in Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>447</td>
<td>6</td>
<td>1.34%</td>
</tr>
<tr>
<td>10</td>
<td>354</td>
<td>42</td>
<td>11.86%</td>
</tr>
<tr>
<td>11</td>
<td>286</td>
<td>32</td>
<td>11.19%</td>
</tr>
<tr>
<td>12</td>
<td>329</td>
<td>63</td>
<td>19.15%</td>
</tr>
<tr>
<td>Total</td>
<td>1,416</td>
<td>143</td>
<td>10.10%</td>
</tr>
</tbody>
</table>
### End of School Year 2019 Tasks

- **Advanced Coursework - Detail**

#### 2018 Students Taking Advanced Coursework (Detail)

**Home School: 1234567891234 - SIS Test High School**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course ID</th>
<th>State Course Title</th>
<th>Section Number</th>
<th>Start Date</th>
<th>End Date</th>
<th>Grade</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>04004A000</td>
<td>AP Human Geography</td>
<td>70350001</td>
<td>08/17/2017</td>
<td>12/21/2017</td>
<td>B</td>
<td>1234567891234</td>
</tr>
<tr>
<td>S1</td>
<td>04004A000</td>
<td>AP Human Geography</td>
<td>70350001</td>
<td>08/17/2017</td>
<td>12/21/2017</td>
<td>B-</td>
<td>1234567891234</td>
</tr>
<tr>
<td>S1</td>
<td>04004A000</td>
<td>AP Human Geography</td>
<td>70350001</td>
<td>08/17/2017</td>
<td>12/21/2017</td>
<td>C</td>
<td>1234567891234</td>
</tr>
</tbody>
</table>
Attendance Data
Attendance Report

• Provides attendance for all students (includes Pre-K if reported)

• **Attendance Rate**: Total Days Present / (Total Days Present + Excused Absences + Unexcused Absences)
End of School Year 2019 Tasks

• Attendance Reports
## End of School Year 2019 Tasks

- Attendance Summary Report

### 2018 Student Attendance (Summary)

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>RCDTS</th>
<th>Grade</th>
<th>Student Count</th>
<th>Total Days Present</th>
<th>Total Excused Absences</th>
<th>Total Unexcused Absences</th>
<th>Total Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS Elementary</td>
<td>123456789012001</td>
<td>E</td>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0%</td>
</tr>
<tr>
<td>SIS Elementary</td>
<td>123456789012001</td>
<td>7</td>
<td>1</td>
<td>50.00</td>
<td>1.35</td>
<td>0.00</td>
<td>97%</td>
</tr>
<tr>
<td>SIS High School</td>
<td>123456789010001</td>
<td>12</td>
<td>1</td>
<td>14.00</td>
<td>10.00</td>
<td>5.00</td>
<td>48%</td>
</tr>
<tr>
<td>ISBE Safe School</td>
<td>123456789013001</td>
<td>4</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>33%</td>
</tr>
<tr>
<td>ISBE Safe School</td>
<td>123456789013001</td>
<td>12</td>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0%</td>
</tr>
</tbody>
</table>
### End of School Year 2019 Tasks

- **Attendance Detail Report**

### Illinois State Board of Education

**Student Information System**

**2018 Student Attendance (Detail)**

<table>
<thead>
<tr>
<th>SIS Home District: 123456789012001</th>
<th>SIS School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Criteria:</td>
<td>Sorted By: Student ID</td>
</tr>
</tbody>
</table>

#### SIS Exit Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Transfer to another public school within the district</td>
</tr>
<tr>
<td>03</td>
<td>Transfer to Home Schooled</td>
</tr>
<tr>
<td>04</td>
<td>Transfer to Private School</td>
</tr>
<tr>
<td>05</td>
<td>Promotion</td>
</tr>
<tr>
<td>06</td>
<td>Graduated with regular, advanced, international Baccalaureate, or other type of diploma</td>
</tr>
<tr>
<td>07</td>
<td>Death</td>
</tr>
<tr>
<td>08</td>
<td>Expulsion</td>
</tr>
<tr>
<td>09</td>
<td>Dropped Out</td>
</tr>
<tr>
<td>10</td>
<td>Transfer to GED Program</td>
</tr>
<tr>
<td>11</td>
<td>Moved, not known to be continuing</td>
</tr>
<tr>
<td>12</td>
<td>Retained in same grade or demoted to a lower grade</td>
</tr>
<tr>
<td>14</td>
<td>Aged Out</td>
</tr>
<tr>
<td>15</td>
<td>Certificate of Completion</td>
</tr>
<tr>
<td>16</td>
<td>Victim of a Violent Crime</td>
</tr>
<tr>
<td>17</td>
<td>Change in Serving School or Full Time Equivalent (FTE)</td>
</tr>
<tr>
<td>18</td>
<td>Moved Out of the United States</td>
</tr>
<tr>
<td>19</td>
<td>Transfer to another public school district out of Illinois</td>
</tr>
<tr>
<td>20</td>
<td>Transfer to another public school district in Illinois</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Home RCIDS</th>
<th>Serving RCIDS</th>
<th>Provider RCIDS</th>
<th>Start Date</th>
<th>End Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Michael</td>
<td>10/01/2013</td>
<td>123456789012001</td>
<td>123456789012001</td>
<td>08/02/2017</td>
<td>08/02/2017</td>
<td>1</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Jane</td>
<td>10/01/2013</td>
<td>123456789012001</td>
<td>123456789012001</td>
<td>08/02/2017</td>
<td>08/02/2017</td>
<td>4</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>100%</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>123456789</td>
<td>TEST, TEST BROOKE</td>
<td>03/15/1995</td>
<td>123456789012001</td>
<td>123456789012001</td>
<td>08/02/2017</td>
<td>08/02/2017</td>
<td>7</td>
<td>1.00</td>
<td>0.00</td>
<td>1.35</td>
<td>0.00</td>
<td>20%</td>
<td>05</td>
<td></td>
</tr>
</tbody>
</table>

**Total Enrollments:** 3
**Total Students:** 3
Chronic Absenteeism
Chronic Absenteeism Report

- If student is enrolled for equal to or less than 10 days they are NOT included on the report.

- **Rate**: \((\text{Excused Absences} + \text{Unexcused Absences}) / (\text{Total Days Present} + \text{Excused Absences} + \text{Unexcused Absences})\)

- Only students at or over 10% will be included
• Chronic Absenteeism Reports
• Chronic Absenteeism Summary Report

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>RCDTS</th>
<th>Grade</th>
<th>Student Count</th>
<th>Total Days Present</th>
<th>Total Excused Absences</th>
<th>Total Unexcused Absences</th>
<th>Total Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS Elementary</td>
<td>1234567891234</td>
<td>K</td>
<td>3</td>
<td>90.50</td>
<td>6.00</td>
<td>43.50</td>
<td>37%</td>
</tr>
<tr>
<td>SIS Elementary</td>
<td>1234567891234</td>
<td>1</td>
<td>3</td>
<td>155.00</td>
<td>20.00</td>
<td>22.00</td>
<td>31%</td>
</tr>
<tr>
<td>SIS Elementary</td>
<td>1234567891234</td>
<td>2</td>
<td>5</td>
<td>153.50</td>
<td>20.00</td>
<td>53.50</td>
<td>43%</td>
</tr>
<tr>
<td>SIS Elementary</td>
<td>1234567891234</td>
<td>3</td>
<td>3</td>
<td>107.00</td>
<td>11.00</td>
<td>32.00</td>
<td>32%</td>
</tr>
</tbody>
</table>
• Chronic Absenteeism Detail Report

Illinois State Board of Education
Student Information System
2018 Chronic Absenteeism (Detail)

SIS Home District: 1234567891234
SIS CUSD 101

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Test</td>
<td>10/11/2007</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>1234567891234</td>
</tr>
<tr>
<td>123456789</td>
<td>Doe, Jane</td>
<td>04/14/1999</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>1234567891234</td>
</tr>
<tr>
<td>123456789</td>
<td>Doe, John</td>
<td>09/24/2003</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>1234567891234</td>
</tr>
</tbody>
</table>

SIS Exit Codes

02 Transfer to another public school within the district
03 Transfer to Home Schooled
04 Transfer to Private School
05 Promotion
06 Graduated with regular, advanced, International Baccalaureate, or other type of diploma
07 Death
08 Expulsion
09 Dropped Out
10 Transfer to GED Program
11 Moved, not known to be continuing
12 Retained in same grade or demoted to a lower grade
13 Aged Out
14 Certificate of Completion
15 Victim of a Violent Crime
16 Change in Serving School or Full Time Equivalent (FTE)
17 Moved Out of the United States
18 Transfer to another public school district out of Illinois
19 Transfer to another public school district in Illinois
20 Transfer to another public school district in Illinois
• Chronic Absenteeism Reports
End of School Year 2019 Tasks

- Chronic Absenteeism Summary Report – School Report Card

### 2018 Chronic Absenteeism - School Report Card (Summary)

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>RCFDS</th>
<th>All</th>
<th>Male</th>
<th>Female</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>F</th>
<th>E</th>
<th>IEP</th>
<th>FRI</th>
<th>Total Days</th>
<th>Total Excused</th>
<th>Total Unexcused</th>
<th>Total Truancy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS High School</td>
<td>221</td>
<td>95</td>
<td>126</td>
<td>164</td>
<td>16</td>
<td>19</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>3</td>
<td>35</td>
<td>86.26</td>
<td>918.00</td>
<td>5263.70</td>
<td>1453.15</td>
<td>19%</td>
</tr>
<tr>
<td>SIS Middle School</td>
<td>76</td>
<td>38</td>
<td>38</td>
<td>59</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>14</td>
<td>34</td>
<td>9.7544</td>
<td>33.33</td>
<td>1375.68</td>
<td>716.02</td>
</tr>
<tr>
<td>SIS Elementary School</td>
<td>58</td>
<td>33</td>
<td>25</td>
<td>39</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>32</td>
<td>7.3520</td>
<td>0.00</td>
<td>808.00</td>
<td>440.00</td>
</tr>
</tbody>
</table>
Chronic Truancy
Chronic Truancy Report

• If student is enrolled for equal to or less than 10 days they are NOT included on the report.

• **Rate**: Unexcused Absences / (Total Days Present + Excused Absences + Unexcused Absences)

• Only students at or over 5% will be included
End of School Year 2019 Tasks

- Chronic Truancy Reports
### 2018 Chronic Absenteeism (Summary)

**SIS Home District:** 12345678901  **ISBE SD 101**  
**Selection Criteria:** None

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>RCDTS</th>
<th>Grade</th>
<th>Student Count</th>
<th>Total Days Present</th>
<th>Total Excused Absences</th>
<th>Total Unexcused Absences</th>
<th>Total Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS Elementary</td>
<td>123456789012001</td>
<td>E</td>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0%</td>
</tr>
<tr>
<td>SIS Elementary</td>
<td>123456789012001</td>
<td>7</td>
<td>1</td>
<td>50.00</td>
<td>13.50</td>
<td>0.00</td>
<td>97%</td>
</tr>
<tr>
<td>SIS High School</td>
<td>123456789010001</td>
<td>12</td>
<td>1</td>
<td>14.00</td>
<td>10.00</td>
<td>5.00</td>
<td>48%</td>
</tr>
<tr>
<td>ISBE Safe School</td>
<td>123456789013001</td>
<td>4</td>
<td>1</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>33%</td>
</tr>
<tr>
<td>ISBE Safe School</td>
<td>123456789013001</td>
<td>12</td>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0%</td>
</tr>
</tbody>
</table>
End of School Year 2019 Tasks

- Chronic Truancy Detail Report

### Illinois State Board of Education

#### Student Information System

2018 Chronic Absenteeism (Detail)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Responsible</th>
<th>Start Date</th>
<th>End Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456788</td>
<td>Smith, Jane</td>
<td>10/11/2007</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>08/17/2017</td>
<td>09/16/2017</td>
<td>4</td>
<td>1.00</td>
<td>6.00</td>
<td>0.00</td>
<td>8.00</td>
<td>57%</td>
<td>11</td>
</tr>
<tr>
<td>123456789</td>
<td>Smith, Jane</td>
<td>04/14/1999</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>1234567891234</td>
<td>08/17/2017</td>
<td>10/19/2017</td>
<td>12</td>
<td>1.00</td>
<td>5.50</td>
<td>0.00</td>
<td>37.50</td>
<td>87%</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Enrollments: 225
Total Students: 223
Chronic Absenteeism Reports
### End of School Year 2019 Tasks

**Student Information System (SIS)**

- **Chronic Truancy Summary Report – School Report Card**

#### 2018 Chronic Truancy - School Report Card (Summary)

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>RCDTS</th>
<th>All</th>
<th>Male</th>
<th>Female</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>EL</th>
<th>IEP</th>
<th>FRL</th>
<th>Total Days Present</th>
<th>Total Excused Absences</th>
<th>Total Unexcused Absences</th>
<th>Total Truancy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS High School</td>
<td>63</td>
<td>34</td>
<td>29</td>
<td>42</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>25</td>
<td>6,952.50</td>
<td>1,362.39</td>
<td>1,162.64</td>
<td>12%</td>
</tr>
<tr>
<td>SIS Middle School</td>
<td>36</td>
<td>27</td>
<td>18</td>
<td>18</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>4,417.67</td>
<td>487.83</td>
<td>608.52</td>
<td>11%</td>
</tr>
<tr>
<td>SIS Elementary School</td>
<td>32</td>
<td>16</td>
<td>21</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>26</td>
<td>4,025.50</td>
<td>321.50</td>
<td>424.50</td>
<td>8%</td>
</tr>
</tbody>
</table>
Student Mobility
End of School Year 2019 Tasks

Student Information System (SIS)

- Student Mobility Rate Reports
  - Student Mobility incidents are “non-normal” movements (e.g., enrollment exit before 5/10).
    - An enrollment is identified as “late” if the enrollment date is after 10/1
    - An enrollment is an “early exit” if the exit date is before 5/10
    - An enrollment can be both an “early exit” and a “late enrollment”
  - Student is only counted once by Serving School
  - Private School Students are not included
  - Exit all student enrollments before verifying Student Mobility data
Student Mobility Rate Reports

Note: Report labels were changed to reflect date-based changes versus “transfers:’

- Late Enrollment
  - Includes enrollments beginning on or after October 2, 2018 (through May 10, 2019).
- Early Exit
  - Includes enrollments ending before May 10, 2019.
- Late Enrollment and Early Exit
  - Includes enrollments starting on or after October 2, 2018 and ending before May 10, 2019.
- Enrollment (All Students)
  - All students enrolled on or after October 1, 2017 and on or before May 10, 2018
- Mobility Rate %
  - The sum of Late Enrollment, Early Exit, and Late Enrollment and Early Exit students, divided by the Enrollment (All Students).
End of School Year 2019 Tasks

- Student Mobility Rate Reports
• Student Mobility Rate Reports – Criteria Page: Select Serving School
### Student Mobility Rate Summary Report

**2018 Student Mobility (Summary)**

<table>
<thead>
<tr>
<th>All Students (Enrollment): 930</th>
<th>Students Enrolled Late: 1</th>
<th>Students Exit Early: 831</th>
<th>Enrolled Late and Exit Early: 64</th>
<th>Mobility Rate: 96.34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBE Test School: 123456789012345</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Early</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>Black</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Native Am.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2 or More</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>IDEA Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISBE Test School: 123456789012345</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Exit Early</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>100.00%</td>
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<tr>
<td>Female</td>
<td>20</td>
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<td>5</td>
<td>100.00%</td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>0</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>0</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Native Am.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2 or More</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>IDEA Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Mobile Students</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Am.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 or More</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IDEA Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Illinois State Board of Education

#### Student Information System

2018 Student Mobility (Detail)

**End of School Year 2019 Tasks**

- **Student Mobility Rate Detail Report**

**SIS Serving District:** 12345678901

**ISBE Test District**

**Selection Criteria:** Sorted By: Student ID

<table>
<thead>
<tr>
<th>Column</th>
<th>A</th>
<th>Grade Level</th>
<th>C</th>
<th>Race Code</th>
<th>E</th>
<th>Private School Indicator</th>
<th>G</th>
<th>EL</th>
<th>H</th>
<th>FRL</th>
<th>I</th>
<th>Exit Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Transfer to another public school within the district</td>
<td>07</td>
<td>Death</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Transfer to Home Schooled</td>
<td>08</td>
<td>Expulsion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Transfer to Private School</td>
<td>09</td>
<td>Dropped Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Promotion</td>
<td>10</td>
<td>Transfer to GED Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Graduated with regular, advanced, International Baccalaureate, or other type of diploma</td>
<td>11</td>
<td>Moved, not known to be continuing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retained in same grade or demoted to a lower grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Enrolled Late**

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Birth Date</th>
<th>Home RCDTS</th>
<th>Serving RCDTS</th>
<th>Responsible</th>
<th>Provider RCDTS</th>
<th>Start Date</th>
<th>End Date</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>Smith, Ann</td>
<td>01/01/2018</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>123456789012345</td>
<td>10/16/2017</td>
<td>05/29/2018</td>
<td>1</td>
<td>F</td>
<td>16</td>
<td>1.00</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**Enrolled Late Total:** 1
• **Missing Persons – All**
  • All Missing Persons

• **Missing Persons – Possible SIS Matches**
  • Matched to current SIS Enrollment data
Missing Persons - Amber Alert Data

• Missing Persons – Possible SIS Matches

Missing Persons Report - All

Information provided by Illinois State police on: 07/01/2017

Directions for public school personnel:

If it is determined that a missing child is attending one of the schools within your district, it is the responsibility of your school board or its designee to immediately give notice of this fact to the Department of State Police by email at missing@isp.state.il.us, and the law enforcement agency having jurisdiction in the area where the missing child resides or attends school. The names on the list are provided by the State Police; if you find any persons who should not be listed as missing, please contact the State Police.

Directions for nonpublic school principals/chief administrative officers:

If it is determined that a missing child is attending your school, it is the responsibility of the principal or chief administrative officer of the nonpublic school to immediately give notice of this fact to the Department of State Police by email at missing@isp.state.il.us, and the law enforcement agency having jurisdiction in the area where the missing child resides or attends school. The names on the list are provided by the State Police; if you find any persons who should not be listed as missing, please contact the State Police.

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth Date</th>
<th>Gender</th>
<th>Race</th>
<th>Date Last Seen</th>
<th>Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD: Doe, Jane</td>
<td>05/14/1995</td>
<td>F</td>
<td>W</td>
<td>06/13/2013</td>
<td>PD CHGO IL</td>
</tr>
<tr>
<td>SIS: Doe, Jane</td>
<td>05/14/1995</td>
<td>F</td>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Year: 2013  Enrollment Update: 02/20/2013  School: Kelly High School - 4136 S California Av, Chicago, IL 60632 (773) 535-4900
Individual Reports
Student must be actively enrolled in your district.

Enter SID: 422814841

Search
Individual Student Reports

Student must be actively enrolled in your district.

Enter SID:

Search

SID: 123450789
Last Name: Smith
First Name: John
Date Of Birth: 01/01/2000

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)

View Report or Create PDF Report
Individual Reports - Student Transfer Form

Student Information System (SIS)

ILINOIS STATE BOARD OF EDUCATION
General Counsel Division
Public Schools and Recognize
109 North First Street, Suite 3
Springfield, Illinois 62777-0001

STUDENT TRANSFER FORM

In accordance with Section 2.3.3 of the School Code, all public school districts are to provide this form to any student who is moving out of the school district to verify whether or not the student is “in good standing” and whether or not their medical records are up-to-date and complete as defined in Section 2.3.3a. “In good standing” means that the student is not being detained by an out-of-school suspension or expulsion, and is excused to attend classes, as of the date of this form. No public school district is required to admit a new student unless they can produce this form from the student’s previous Illinois public school district. This form is to be returned to the State Board of Education if it is not to be sent directly to the student’s new school which they will be attending.

NAME OF STUDENT: Smith, John

BIRTHDATE (Month, Day, Year): 01/09/2000

GENDER: M

GRADE LEVEL: P

ADDRESS OF STUDENT (Street, City, State, Zip Code):

NAME OF PARENT OR GUARDIAN:

PARENT/GUARDIAN TELEPHONE (Home and Code):

ADDRESS OF PARENT OR GUARDIAN (Street, City, State, Zip Code):

DISTRICT NAME AND NUMBER TRANSFERRING TO:

NEW DISTRICT ADDRESS (Street, City, State, Zip Code):

NAME OF SCHOOL STUDENT WILL BE TRANSFERRING TO:

NAME OF PRINCIPAL AT NEW SCHOOL:

I hereby attest that the above student is “in good standing” and that all medical records for the above student are up-to-date and complete as of the date of this form.

Name of Principal:

SCHOOL PHONE (Include Area Code):

District Name and Number:

ISBE Test District

District Address (Street, City, State, Zip Code):

Date:

Signature of Principal:

This form is to be sent directly to the student’s new school they will be attending.
Kindergarten Individual Development Survey (KIDS)
In order to transmit data to KIDStech, all Kindergarten students must first be enrolled.

- Create KIDStech Account
- **Step 1 – Enroll All Kindergarten Students**
- Step 2 – Create Teacher Course Assignments
- Step 3 – Create Student Course Assignments
- Step 4 – Verify Kindergarten Class Roster
- Step 5 – Transmit Data to KIDStech

**Note:** When enrolling students, if Home Language is not “English” (“000” via Batch), four additional questions will ultimately be triggered within the KIDS application.
• Teacher Course Assignments must be created.
  
  • Create KIDStech Account
  • Step 1 – Enroll All Kindergarten Students
  • **Step 2 – Create Teacher Course Assignments**
    • Step 3 – Create Student Course Assignments
    • Step 4 – Verify Kindergarten Class Roster
    • Step 5 – Transmit Data to KIDStech
• KIDStech only tracks one teacher for any kindergarten student.

• If a student has more than one teacher, the KIDS teacher can be chosen based on the table below – use the highest ‘priority’ course the student is taking.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Course Code</th>
<th>State Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>51028A000</td>
<td>Language Arts (kindergarten)</td>
</tr>
<tr>
<td>2</td>
<td>51040A000</td>
<td>Reading (kindergarten)</td>
</tr>
<tr>
<td>3</td>
<td>51130A000</td>
<td>Writing (kindergarten)</td>
</tr>
<tr>
<td>4</td>
<td>52030A000</td>
<td>Mathematics (kindergarten)</td>
</tr>
<tr>
<td>5</td>
<td>53230A000</td>
<td>Science (kindergarten)</td>
</tr>
<tr>
<td>6</td>
<td>54430A000</td>
<td>Social Studies (kindergarten)</td>
</tr>
<tr>
<td>7</td>
<td>73030A000</td>
<td>Non-subject Specific – (kindergarten)</td>
</tr>
<tr>
<td>8</td>
<td>55030A000</td>
<td>Dance (kindergarten)</td>
</tr>
<tr>
<td>9</td>
<td>55070A000</td>
<td>Drama (kindergarten)</td>
</tr>
<tr>
<td>10</td>
<td>55130A000</td>
<td>Music (kindergarten)</td>
</tr>
<tr>
<td>11</td>
<td>55180A000</td>
<td>Art (kindergarten)</td>
</tr>
<tr>
<td>12</td>
<td>56030A000</td>
<td>Foreign Language (kindergarten)</td>
</tr>
<tr>
<td>13</td>
<td>58030A000</td>
<td>Physical Education (kindergarten)</td>
</tr>
</tbody>
</table>
Step 3 – Create Student Course Assignments

- Student Course Assignments must be created and these must match corresponding Teacher Course Assignments.
  - Create KIDStech Accounts
  - Step 1 – Enroll All Kindergarten Students
  - Step 2 – Create Teacher Course Assignments
  - **Step 3 – Create Student Course Assignments**
  - Step 4 – Verify Kindergarten Class Roster
  - Step 5 – Transmit Data to KIDStech
In order to create the necessary links between Teacher Course Assignments and Student Course Assignments, the data areas listed below must match exactly:

- Student Serving RCDTS must match the Teaching Location RCDTS
- School Year
- State Course Code
- Term
- Section Number

The Section Number is particularly important to double-check, due to the flexibility required for this field.

This is very important for data quality, we want to ensure that the appropriate teacher is being matched to the correct students.
Step 3 – Create Student Course Assignments

These 5 elements link a Teacher Course Assignment to a Student Course Assignment:

- Student Serving RCDTS must match Teaching Location RCDTS
- School Year
- State Course Code
- Term (Semester)
- Section Number

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Teacher Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>IEIN</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Local Teacher ID</td>
</tr>
<tr>
<td>Student Last Name</td>
<td>Teacher Last Name</td>
</tr>
<tr>
<td>Student First Name</td>
<td>Teacher First Name</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Teacher Birth Date</td>
</tr>
<tr>
<td>Home RCDTS</td>
<td>Employer RCDTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location / Course</th>
<th>Location / Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving School</td>
<td>Teaching Location RCDTS</td>
</tr>
<tr>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>State Course Code</td>
<td>State Course Code</td>
</tr>
<tr>
<td>Term (Semester)</td>
<td>Term (Semester)</td>
</tr>
<tr>
<td>Section Number</td>
<td>Section Number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Course ID</td>
<td>Local Course ID</td>
</tr>
<tr>
<td>Local Course Title</td>
<td>Local Course Title</td>
</tr>
<tr>
<td>Student Course Start Date</td>
<td>Teacher Course Start Date</td>
</tr>
<tr>
<td>Course Level</td>
<td>Role of Professional</td>
</tr>
<tr>
<td>Course Credit</td>
<td>Teacher Commitment</td>
</tr>
<tr>
<td>Articulated Credit</td>
<td>Actual Attendance</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>Total Attendance</td>
</tr>
<tr>
<td>Course Setting</td>
<td>Teacher Course End Date</td>
</tr>
<tr>
<td>Actual Attendance</td>
<td>Reason for Exit</td>
</tr>
<tr>
<td>Total Attendance</td>
<td></td>
</tr>
<tr>
<td>Single Parent</td>
<td></td>
</tr>
<tr>
<td>Pregnant Woman</td>
<td></td>
</tr>
<tr>
<td>Displaced Homemaker</td>
<td></td>
</tr>
<tr>
<td>Course Numeric Grade</td>
<td></td>
</tr>
<tr>
<td>Maximum Numeric Grade</td>
<td></td>
</tr>
<tr>
<td>Student Course End Date</td>
<td></td>
</tr>
<tr>
<td>Course Final Letter Grade/ Completion Status</td>
<td></td>
</tr>
</tbody>
</table>
Step 4 – Verify Kindergarten Class Roster

- After Students have been matched to Teachers via Course Assignments, verify the Kindergarten Class Roster prior to transmitting the related data.
  
  - Create KIDStech Account
  - Step 1 – Enroll All Kindergarten Students
  - Step 2 – Create Teacher Course Assignments
  - Step 3 – Create Student Course Assignments
  - **Step 4 – Verify Kindergarten Class Roster**
  - Step 5 – Transmit Data to KIDStech
Step 4 – Verify Kindergarten Class Roster

The “Generate Report” Button Allows Verification
### KIDS Tech Transmission Report

#### Student Information System (SIS)

**Date:** 7/13/2017 11:30 AM

#### Kindergarten Class Roster

| Student ID | Student Name | Gender | Race | Birth Date | A | B | C | D | E | F | G | H | I | J | K |
|------------|--------------|--------|------|------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 123456789 | Smith, Michael John | M | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | F | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | M | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | F | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | M | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | F | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | M | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | F | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | M | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |
| 123456789 | Smith, Michael John | F | 14 | 01/01/1999 | Yes | No | 000 | 000 | No | No | No | No | No | Y | No |

**Teacher Name:** Blockman, Jennifer

**Teacher Name:** Cotton, Anita

**Student Count:** 22

**School Year:** 2017
Step 5 – Transmit Data to KIDStech

• After data has been verified (and whenever updates are needed), transmit the Kindergarten data to KIDStech.

  • Create KIDStech Account
  • Step 1 – Enroll All Kindergarten Students
  • Step 2 – Create Teacher Course Assignments
  • Step 3 – Create Student Course Assignments
  • Step 4 – Verify Kindergarten Class Roster
  • Step 5 – Transmit Data to KIDStech
Step 5 – Transmit Data to KIDStech

“Transmit File” Button (With Recent Files Below)
Kindergarten Individual Development Survey (KIDS) Summary Report

The summary data grid below displays the percentage of those children who have not yet met the Illinois Early Learning Standards and are growing into kindergarten readiness and those students who have met the Illinois Early Learning Standards and are ready to learn kindergarten curriculum as measured by the 14 State Readiness Measures.

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>ATL-REG/SED</th>
<th>MATH</th>
<th>LLD</th>
<th>ALTERNATE LLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Kindergarten Readiness</td>
<td>37.3%</td>
<td>21.1%</td>
<td>43.1%</td>
<td>141</td>
</tr>
<tr>
<td>Not Yet Demonstrating Kindergarten Readiness</td>
<td>62.7%</td>
<td>78.9%</td>
<td>56.0%</td>
<td>186</td>
</tr>
<tr>
<td>Observed in All Three Developmental Areas</td>
<td>327</td>
<td>327</td>
<td>327</td>
<td>0</td>
</tr>
</tbody>
</table>
## Kindergarten Individual Development Survey (KIDS) Detail Report

### District: 5B School District 101

**Filter Criteria:**
- **School Year:** 2018
- **Gender:** ALL
- **Race:** ALL
- **Demographic Group:** ALL

The table below displays the score range for the three State Readiness Domains by Criterion Zone 1: Not Yet Demonstrating Kindergarten Readiness, Criterion Zone 2: Demonstrating Kindergarten Readiness, and Criterion Zone 3: Demonstrating First Grade Readiness.

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>ATL-REG/SED</th>
<th>MATH</th>
<th>LLD</th>
<th>ALTERNATE LLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet Demonstrating Kindergarten Readiness</td>
<td>0 to 359</td>
<td>0 to 366</td>
<td>0 to 364</td>
<td>0 to 376</td>
</tr>
<tr>
<td>Demonstrating Kindergarten Readiness</td>
<td>350 to 720</td>
<td>387 to 677</td>
<td>365 to 707</td>
<td>370 to 682</td>
</tr>
<tr>
<td>Demonstrating First Grade Readiness</td>
<td>721 to 1000</td>
<td>678 to 1000</td>
<td>708 to 1000</td>
<td>683 to 1000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Age at Time of Test (months)</th>
<th>Race / Ethnicity</th>
<th>Title I</th>
<th>Gender</th>
<th>ATL-REG/SED</th>
<th>MATH</th>
<th>LLD</th>
<th>Alternate LLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Average</td>
<td>00.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5B SIS School - School Average</td>
<td>65.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smith, Eleanor</td>
<td>64.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turner, Pete</td>
<td>70.60</td>
<td>Black</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Female</td>
<td>248.6</td>
<td>258.0</td>
</tr>
<tr>
<td>Smith, Heidi</td>
<td>66.60</td>
<td>Black</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Male</td>
<td>205.6</td>
<td>126.8</td>
</tr>
<tr>
<td>McLaughlin, Asia</td>
<td>71.00</td>
<td>Black</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Female</td>
<td>248.6</td>
<td>179.0</td>
</tr>
<tr>
<td>Robinson, Sue</td>
<td>65.00</td>
<td>Back</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Female</td>
<td>404.9</td>
<td>258.2</td>
</tr>
<tr>
<td>Murphy, Elite</td>
<td>66.60</td>
<td>Back</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Female</td>
<td>404.9</td>
<td>307.9</td>
</tr>
</tbody>
</table>

% - Percent Demonstrating Kindergarten Readiness
Batch Process
Batch Process Overview

**File Format**

1. Adjusted Cohort Graduation Rate
2. Assessment Pre-ID
3. Birth to 3
4. Birth to 3 Caregiver Demographic Information
5. College Course Assignment
6. Demographics and Early Childhood
7. DLM-AA Pre-ID
8. Early Childhood
9. Early Childhood Outcomes
10. EL
11. EL Screener
12. Exit Enrollment
13. Homeless
14. Immigrant
15. Multiple SID
16. Outside Course Assignment
17. PARCC Pre-ID
18. PARCC Assessment Correction
19. Pre-K Follow-up (removed)
20. Regional Safe Schools Program
21. SAT Pre-ID
22. SAT Assessment Correction
23. Service Provider
24. Student Address
25. Student Course Assignment
26. Student Demographic and Enrollment (Request New SID)
27. Student Discipline
28. Teacher Course Assignment Entry
29. Teacher Course Assignment Exit

**Removed File Formats**

1. Pre-K Follow-up *(school year 2013)*

**Homeless File Format**
Batch Process Overview

- **Local repository for SIS data**
  - Local Student Management Software (recommended)
    - Export file and upload to SIS
      - The file should be sent “as is” unless further data manipulation is required
    - SIS accepts the following file types:
      - .csv
      - .txt
      - .xml
  
- Requesting a file from SIS
  - If data has been entered into SIS, a district can request the return of district-wide SIS data file.
Batch Process Overview

- Batch file process is only accessible by RCDT Administrator
- File is uploaded/downloaded via IWAS/SIS
- File format is validated upon upload
- Email sent when file is ready for download
- Original data is returned, plus the following data for each record:
  - New or Returned (Existing) SID
  - Result Code
  - Result Message
Batch Process Overview

Batch Files

- Created with the SIS Excel Templates or exported using a Local Student Management Software
- May contain multiple schools (District-wide)
- A Student Enrollment file may contain all students (existing and new) or only new students when requesting SID. Teacher Course Entry/Exit formats may contain only Teachers with existing IEINs
- File may be submitted as many times as required
Create a .csv upload file

- Locate the correct template:
  - [https://www.isbe.net/Pages/Excel-Templates-for-student-data-input-into-SIS.aspx](https://www.isbe.net/Pages/Excel-Templates-for-student-data-input-into-SIS.aspx)

- Use either Windows or Mac template, depending on the operating system

- Follow our example: A “Student Demographic Enrollment” file for a Windows user

  - Use the mouse - right click on the link “Student Demographic Enrollment” - choose “Save Target As”

    Save the file directly to your computer - remember where the file is saved
    (example: On your Desktop)
SIS Homepage – Excel Templates

https://www.isbe.net/Pages/Excel-Templates-for-student-data-input-into-SIS.aspx
Save As – Save file to local desktop location
Open the Demographic Enrollment Template

- The Demographic Enrollment Template file was saved to our desktop
- The screenshot below is from the open template
**Batch Process Overview**

- **Row # 1 – Updating the Header Row**
  - Column A, Row 1 (A1) – File Type  (Student Demographics, etc.)
    - This cell cannot be updated.
  - Column B, Row 1 (B1) – Number of Student Records
    - This cell must be updated with a number. (While intended for a record count, any number can be used.)
  - Column C, Row 1 (C1) – File Name
    - This cell contains the file name and must end in .csv.
    - This file should contain the same file name used when the “Save A” action is performed.
  - Column D, Row 1 (D1) – File Sent Date
    - Enter the date the file is uploaded – use mm/dd/yyyy format.
  - Column E, Row 1 (E1) – RCDTS of User Submitting File (15 digits)
    - Enter the 15 digit RCDTS number of the user submitting the file.
# Batch Process Overview

## Updating the Header Row – Cells B1 through E1

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Demographics</td>
<td>Demographic Enrollment WIN.csv</td>
<td>05/17/2014</td>
<td>123456789876543</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This is the default name. You can change the file name to something easier.

Example: demo.csv

Note: Header row has been updated. The header row must be updated or the file will not upload.
Batch Process Overview

Adding Data to the Excel Template

• Data can be added to the template by typing it in or pasting from another source.

• Always use Paste Special “Values” when pasting into the templates. (If the “Values” option is not available, use Paste Special, or “Text” - you must add the actual data without including any additional formatting.)

• After data is submitted, it can be requested from SIS using the Request File function.
  • To request a file, login to SIS and Click the “Request File” link
  • Example: Creating a Demographic Enrollment file
Batch Process Overview

Request District-Wide Student Data Files

- ACCESS Correction
- ACCESS Scores
- Alternate ACCESS Score
- Assessment Pre-ID
- Assessment Correction
- Assessment Score (for review purposes only)
- Birth to 3
- Caregiver
- Demographics
- Demographics and Early Childhood
- Exit Enrollment
- Early Childhood
- EL
- Early Childhood Outcomes
- Homeless
- Immigrant
- PARCC Pre-ID
- Outside Course Assignment
- Service Provider
- Student Address
- Student Course Assignment
- Teacher Course Assignment Entry
- Teacher Course Assignment Exit
Batch Process Overview

SIS Homepage

Student Information System (SIS)

Login: BH_TEST_A

Home
Student
Search SID
Request New SID
Exit Enrollment
Assessment Pre-ID
Assessment Unassigned
Adjusted Cohorts
Teacher
Batch Files
Upload/Download File
Request File
Web Service
Reports
Help
Log Out

Current Enrollments & Program Indicators

Upcoming Key Dates

Current Enrollment Data Completion Status

Course Data Quality (K-12)
Batch Process Overview

Request File

This screen provides a user access to request files from the Student Information System. Templates for these files are available at [www.isbe.net/sis](http://www.isbe.net/sis).

**District:**

The following are the types of files a user may request from SIS:

- [Adjusted Cohort Graduation Rate](#)
- [Assessment Pre-12](#)
- [Assessment Correction](#)
- [Assessment Score](#)
- [ACCESS Assessment Correction](#)
- [ACCESS Score](#)
- [Alternate ACCESS Score](#)
- [BRIT 12](#)
- [College Course Assignment](#)
- [Demographics and Early Childhood](#)
- [Early Childhood](#)
- [Early Childhood Outcomes](#)
- [ELL Code](#)
- [ELL Screener](#)
- [Exit Enrollment](#)
- [Extracurricular](#)
- [Fiscal Data](#)
- [Out-of-District Course Assignment](#)
- [PAEC Pre-ED](#)
- [Plan](#)
- [Pre-K Follow-Up](#)
- [RISP](#)
- [Student Demographics](#)
- [Student Course Assignment](#)
- [Teacher Course Assignment Entry](#)
- [Teacher Course Assignment Edit](#)

Have questions or need help? Contact our Call Center (217)558-3000 between 7:00am - 4:30pm CDT, Monday - Friday or Click here to [Contact Us](#).
**Batch File Status: New Upload/Download Screens**

![Image of SIS Updates page showing upload and download files]

<table>
<thead>
<tr>
<th>File Type</th>
<th>Date Uploaded</th>
<th>File Name</th>
<th>UserID</th>
<th>Process Status</th>
<th>Download Status</th>
<th>Order In Queue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request File Student EL</td>
<td>2/10/2017 7:33:59 PM</td>
<td>ISBE_EL_Update_508b2189022.csv</td>
<td>IBM_test_4</td>
<td>In Queue</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Request File Service Provider</td>
<td>2/10/2017 7:33:51 PM</td>
<td>ISBE_ServiceProvider_508b2189022.csv</td>
<td>IBM_test_4</td>
<td>In Queue</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Request File Course Assignment</td>
<td>2/10/2017 7:33:47 PM</td>
<td>ISBE_CourseAssignment_508b2189022.csv</td>
<td>IBM_test_4</td>
<td>Processing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Request File College Course Assignment</td>
<td>2/10/2017 7:32:49 PM</td>
<td>ISBE_CollegeCourseAssignment_508b2189022.csv</td>
<td>IBM_test_4</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request File DLM Pre-ID</td>
<td>2/10/2017 7:33:37 PM</td>
<td>ISBE_Assess_DLM_AA_Prefl_508b2189022.csv</td>
<td>IBM_test_4</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request File PARCC Pre-ID</td>
<td>2/10/2017 7:33:30 PM</td>
<td>ISBE_Assess_PARCC_Prefl_508b2189022.csv</td>
<td>IBM_test_4</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions?
• Assistance is available when you need it:

• ISBE Help Desk
  • (217) 558-3600 – Option 3 – 8:00 a.m. to 5:00 p.m.
  • help@isbe.net

• ISBE SIS Information Website
  • https://www.isbe.net/Pages/Student-Information-System.aspx
Thank You!