Illinois Longitudinal Data System (ILDS): The Transcript Coding Project

Statewide Transcript System and Integrated Student - Teacher Data
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Agenda

- Welcome/Introductions
- Webinar Tips
- Background
- Transcript Coding Project Overview
- Key Dates
- Next Steps
- Where to Direct Questions
- Questions
Welcome/Introductions

- **ISBE Key Team Members**

- Connie Wise  
  Assistant Superintendent - Project Manager

- Terry Chamberlain  
  Division Administrator – Data Systems

- Marica Cullen  
  Division Administrator – Curriculum and Instruction

- Gail Lieberman  
  Consultant, Curriculum and Instruction

- Howard Hammel  
  IBM Consultant

- Adam Lowery  
  IBM Consultant

- Jeremy Schoen  
  IBM Consultant
Webinar Tips

- **Tips for Listening**
  - Computer speakers should be turned on
  - Headset should be connected to a computer
  - Telephone should be set to mute during the webinar

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

- **Question & Answer**
  - Question & Answer session will be held at the end of the Webinar
  - Use appropriate indicator to “raise your hand” if you have questions
  - All text messages are logged
  - Text questions will be posted in a Q&A document after the Webinar; Webinar will be posted after completion
  - If you are using a phone, the audio pin number must be typed in correctly before you can talk

- **Troubleshooting**
  - If you are disconnected from the Webinar at any time, you can click the link that was provided to you in your email or you can re-register for the Webinar to gain access
  - If you are listening via phone and close out of the Webinar on your computer, you will be disconnected
Background

Curriculum and Instruction

Illinois Longitudinal Data System: The Transcript Coding Project

Superintendent’s Bulletin: September 14, 2010

District staff will match local course numbers to the corresponding Illinois Secondary Course Code Catalog, which are based on the Secondary School Course Classification System: School Codes for the Exchange of Data codes, located at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341, and create a cross-walk.

The Illinois Secondary Course Code Catalog outlines a system for assigning standard codes to secondary school courses in 22 major subject areas. It also includes content description for each course and instructions on how to use the system in coding courses.

Following completion of the cross-walk, data will be submitted by July 30, 2011.
P-20 Longitudinal Education Data System Act (Public Act 96-107) requires Illinois to do the following:

- Implement all of the America COMPETES Act elements
- Support a broad array of state and LEA education functions
- Collect postsecondary data
- Establish a framework for data sharing to support research evaluation consistent with privacy protection laws
- Set a long-term vision for the state’s education data system
Background

- **Federal Requirements**
  - America COMPETES Act – collect additional data elements including transcript-level data linked to unique student identifier
  - State Fiscal Stabilization Funds (approved Phase I and Phase II Illinois Applications to US Department of Education) – assure continued work on collection and use of individual student transcript-level data.
Institute of Education Sciences (IES)
Grant Awarded to Illinois

- In April 2009, ISBE was awarded a $9 million grant to support “critical activities for the establishment of a statewide longitudinal data system.”

- The grant supports expanded technology systems to collect reporting information on districts, schools, teachers and students.
Background

- State Law at 105 ILCS 13/15 (6)

  - Student - level transcript information, including information on courses completed and grades earned, from middle and high schools. ISBE shall establish a statewide course classification system

  - Each school district and charter school shall map its course descriptions [crosswalk] to the statewide course classification system for the purposes of State reporting. School districts and charter schools are not required to change or modify the locally adopted course descriptions used for all other purposes

  - ISBE shall establish or contract for the establishment of a technical support and training system to assist schools and districts with the implementation of this item and shall to the extent possible, collect transcript data using a system that permits automated reporting from district student information systems (SIS).
Background

- Illinois State Course Classification System

  - “The State Board shall establish a Statewide Course Classification system…” at 105 ILCS 13/15 (6).

  - Illinois Secondary Course Codes are based on the Federal Secondary School Course Classification System:

    - School Codes for the Exchange of Data (SCED), created by the National Center for Education Statistics, IES (part of USDE) in 2007
Transcript Coding Project Overview

Today:

- School districts have scheduling systems (often included as part of a local electronic student information system) which hold individual student schedules linked to course sections and teacher names.

- District-based student scheduling systems also allow for electronic input of student course grades and credits.

- School districts use the above data to create student transcripts.
Transcript Coding Project Overview

- Who Should Create the Crosswalk?
  - High school staff with the following knowledge and skills:
    - In-depth knowledge of the current course handbook, course sequencing, and proper placement of students in high school courses.
    - Skill in creating a Master Schedule, including knowledge of underlying programming course codes assigned to courses and sections.
Transcript Coding Project Overview

- General Coding Rules
  - Element I – Course Description
    - Match State course identifier (code) to each local course
  - Element 2 – Course Level
    - Assign course rigor level to each local course (listing of rigor levels will follow)
Transcript Coding Project Overview

- Illinois Secondary Course Catalog numbers and descriptions are listed by subject area in downloadable catalog
  

- Illinois course numbers and descriptions are also listed in the Course Alignment Tool
  
  http://www.isbe.net/ILDS/htmls/transcript.htm
Rigor of State Course Levels

- Course levels/rigor* are:
  - Self-contained special education
  - Remedial
  - General
  - Enriched
  - Honors

- The Illinois course classification system uses R for Remedial/Basic, and S for Self-contained Special Education Courses.

- AP and IB courses have separate course codes and should be designated as Honors level (more on that later).

* The local discussion regarding rigor will be often intense but definitely worthwhile.
# Transcript Coding Project Overview

- Translating Illinois Secondary Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01001A000</td>
<td>01001A000 = English/Language Arts I (9th Grade)</td>
</tr>
<tr>
<td>(English 125)</td>
<td>E = Enriched</td>
</tr>
<tr>
<td>01001A000</td>
<td>01001A000 = English/Language Arts I (9th Grade)</td>
</tr>
<tr>
<td>(English 124)</td>
<td>G = General</td>
</tr>
<tr>
<td>01001A000</td>
<td>01001A000 = English/Language Arts I (9th Grade)</td>
</tr>
<tr>
<td>(English 123)</td>
<td>S = Special Education</td>
</tr>
<tr>
<td>01001A000</td>
<td>01001A000 = English/Language Arts I (9th Grade)</td>
</tr>
<tr>
<td>(English 122)</td>
<td>R = Remedial</td>
</tr>
</tbody>
</table>
Transcript Coding Project Overview

- **Types of Courses**
  - District-offered courses
    - Any school
    - Any handbook course
  - Transfer courses
    - Area Career Center
    - Cooperative school
    - Alternative school
    - Private special education school
    - Other public or private schools
    - Illinois Virtual School
Transcript Coding Project Overview

District-Offered Courses
Transcript Coding Project Overview

Example 1

- **English 125**  1 Credit  Freshman

  This college preparatory intensive writing course is a study of writing, reading, grammar, vocabulary, research and appreciation for literature of all genres. Included in the course are *The Odyssey* and a Shakespearean play. Speeches are required, as is the reading of novels outside of class. In addition, the class as a group will read several novels. Assignment to this course will be made on the basis of tests, grades and past performance.
Transcript Coding Project Overview

Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 125</td>
<td>6</td>
<td>01001A000</td>
</tr>
</tbody>
</table>

Rigor Level = E
Example 2

- **English 124**  
  1 Credit  
  **Freshman**

This is a writing-intensive required class for all incoming freshmen. This course is a study of multiple genres of literature, expository, persuasive and narrative composition, grammar, vocabulary and oral speaking. Some small research assignments and group presentations also constitute a portion of this course. Students will be required to read several novels, a Shakespearean play and *The Odyssey*, in addition to the literature of the textbook.
## Transcript Coding Project Overview

### Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 124</td>
<td>4</td>
<td>01001A000</td>
</tr>
</tbody>
</table>

Rigor Level = G
Example 3

- **English I 132**  
  1 credit  
  **Freshman**

This course will allow students to develop and refine their reading comprehension, writing, and oral communication skills. There is an integration of reading skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.
Transcript Coding Project Overview

Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 132</td>
<td>1132</td>
<td>01001A000</td>
</tr>
</tbody>
</table>

Rigor Level = S
Example 4

- Adv Psycho-History 405 ½ credit Senior

This one-semester advanced course is designed for students interested in exploring history from a psychological perspective. This course will include study of individuals who have altered our cultural patterns, changed our way of living and thinking, or had a profound influence on society through their expression and revolutionary thought.
Transcript Coding Project Overview

Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psycho-History 405</td>
<td>128</td>
<td>04299A000</td>
</tr>
</tbody>
</table>

Rigor Level = E
Transcript Coding Project Overview

Example 5

- **Architectural Drafting** 1 credit Junior

  Explores world of architecture, does detail drawings of floor plans, basements, elevation and a specifications page.
# Transcript Coding Project Overview

## Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Drafting I</td>
<td>25</td>
<td>21103A001</td>
</tr>
</tbody>
</table>

Rigor Level = G
Transcript Coding Project Overview

Transfer Courses
Transcript Coding Project Overview

*Alternative School Course*

**Example 6**

- **Career Math** 1 credit All

  This course reinforces general math skills, including pre-algebra and algebra topics, with an emphasis on applying math knowledge to career fields. Students will be expected to complete business-related problems demonstrating knowledge of appropriate mathematics concepts and problem-solving.
## Transcript Coding Project Overview

### Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Math</td>
<td>1M34</td>
<td>02154A000</td>
</tr>
</tbody>
</table>

Rigor Level = R
Transcript Coding Project Overview

Area Career Center

Example 7

- Auto Technician I 1 credit Junior

The auto technician student will learn theory, science, math/geometry, chemistry and physics as applied to the modern automobile, as well as participate in applied shop activities. This course provides the opportunity for instruction in the eight ASE certification areas, but content will vary in depth.
## Transcript Coding Project Overview

### Crosswalk Work

<table>
<thead>
<tr>
<th>Local Course Name</th>
<th>Local Course Code</th>
<th>State Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Tech I</td>
<td>CC124</td>
<td>20104A001</td>
</tr>
</tbody>
</table>

Rigor Level = G
Special Circumstances

- A huge variety of courses are in the State course catalog, e.g., Office aide, Barbering, Russian field work, plus an “other” option.

- Dual /Articulated Credit Courses. Use applicable State course code and rigor level.

- AP and IB. There are separate course descriptions for Advanced Placement (AP) and International Baccalaureate (IB) courses. Use these codes for each course and Honors as the level/rigor.

- Consumer education has a state curriculum outline. State course coding is 22210A000 for a 9-week stand-alone consumer education course.
Transcript Coding Project Overview

✓ Step 1: Education For Employment (EFE) Training – August 2010
  ✓ Align local courses to State CTE courses (see term in description)
  ✓ Assign State CTE courses to schools

✓ Step 2: Transcript Coding Project - Aligning Secondary State courses to local courses
  ✓ Webinar: October 4, 2010
    • Workshops: October 21, 2010 – November 10, 2010
    • Final Webinar: November 16, 2010
Transcript Coding Project Overview

- Step 3: Integrate State Course Codes Locally
- Step 4: Assign Students to State Courses Locally
- Step 5: Send Student Course Assignments to State SIS
  - Enter additional information such as Level, Term, Credit, Grade, etc.
- Step 6: Assign Teachers to State Courses Locally
- Step 7: Send Teacher Course Assignments to State SIS
Transcript Coding Project Overview

Step 1 - EFE Training – August 2010

- Alignment of CTE courses are part of the overall course crosswalk and data entry
  - Individually determined by EFE
  - All CTE schools in an area belong to one EFE
  - EFEs will link local course codes to State course codes and share that information with School districts (includes ROEs, Area Career Centers and Regional Programs) before October 15, 2010
  - School districts can determine what State course code to use for their local assignments, based on EFE information
  - Courses on transcripts will map to State course codes
Transcript Coding Project Overview

- EFE Directors are using CTE specific materials
  http://www.isbe.net/career/default.htm
  - CTEC Career and Technical Education Course System
  - CTE State Course Catalog
  - CTE CIP Catalog
  - CTE State CIP and Course Catalog
  - CTE Course Alignment Tool

- CTE Course Assignments
  - Total Schools Assigned - 471
  - Total CIP Assignments - 5,500
  - Total Courses Assigned – 25,537
Transcript Coding Project Overview

Step 2 – Links to Resources

- Resources box found on SIS home page located at www.isbe.net/sis
  - Secondary Course Catalog – List of all State courses
  - Course Alignment Tool – The tool is available to districts for use in aligning courses and creating a cross-walk
- Transcript Coding Project – Sign-up for workshops http://www.isbe.net/ILDS/htmls/transcript.htm
- ILDS Main Page – Illinois Longitudinal Data System main page http://www.isbe.net/ILDS/htmls/project.htm
Transcript Coding Project Overview

Step 2 - State Secondary Course Codes

- 1447 Total State Courses
  - 33 Advanced Placement (AP) Courses
  - 83 International Baccalaureate (IB) Courses
  - 210 Career and Technical Education (CTE) Courses

- Separated into 22 different subject areas:

  English Language and Literature
  Mathematics
  Life and Physical Sciences
  Social Sciences and History
  Fine and Performing Arts
  Foreign Language and Literature
  Religious Education and Theology
  Physical, Health, and Safety Education
  Military Science
  Computer and Information Sciences
  Communications and Audio/Visual Technology
  Business and Marketing
  Manufacturing
  Health Care Sciences
  Public, Protective, and Government Service
  Hospitality and Tourism
  Architecture and Construction
  Agriculture, Food, and Natural Resources
  Human Services
  Transportation, Distribution and Logistics
  Engineering and Technology
  Miscellaneous
Transcript Coding Project Overview

Step 2 - Course Alignment Tool

- Download and save the Course Alignment Tool to your computer
  - The tool is located http://www.isbe.net/SIS/ (Under Resources → ISBE ILDS)
- Filter by Subject Area
- Using the “Find “Function in Excel
- Entering Local Course codes
- Save work periodically so changes are not lost
Step 3 – Integrate State Course Codes Locally

- Create cross-walk of local course codes to State course codes
  - Course Alignment Tool (Excel)
  - Create database or cross-walk table (Access, sql, etc….)

- Work with EFE personnel to align all State CTE courses

- Work with SIS personnel to integrate State course codes into your local student software package
Transcript Coding Project Overview

Note: When selecting State courses for CTE, ensure the Course Title includes the Term “CTE Course”

20109A000 Small Vehicle Mechanics
Small Vehicle Mechanics courses equip students with the knowledge and skill to repair and maintain engines in small vehicles (e.g., motorcycles, all-terrain vehicles, snowmobiles, and mopeds). Topics include (but are not limited to) maintaining frames and suspension, wheels and brakes, and drive trains; servicing fuel, exhaust, and electrical systems; performing tune-ups; and maintaining and repairing engines. Students may also learn safety on the job, employability skills, and entrepreneurship.

20110A001 Small Engine Repair I
Small engine repair is an instructional program that prepares individuals to troubleshoot, service, and repair a variety of small internal-combustion engines, involving both two and four cycle engines used on portable power equipment. Planned activities will allow students to become knowledgeable of fundamental principles and technical skills related to troubleshooting, repairing, identifying parts and making precision measurements. Safety will be a key component of this class. Students will also be exposed to career opportunities related to small engines.
Step 4 – Assign Students to State Courses Locally

- Work with local SIS personnel to assign students to state courses within your local student package
  - Includes State Course codes, Term, Class Number / Section Number, etc.
Transcript Coding Project Overview

Step 5 – Send Student Course Assignments to State SIS

- Files sent to SIS for Student Course records using the State SIS “Course” file format
  - Online
  - Batch
Student Demographic Enrollment and Program Indicator information (*currently collected in SIS*)

- Student ID
- SAP ID
- Student Name (Last, First and Middle)
- Lineage Code
- Mother's Maiden Name
- Race Code
- Gender Code
- Birth Date
- Birth Place Name
- Reading First Indicator
- Reading Improvement Block Grant Indicator
- Title 1 Indicator
- Home Language
- Native Language
- Homeless Indicator
- Migrant Indicator
- Career/Tech Ed Indicator
- SES Indicator
- LEP Indicator
- IEP Indicator
- FRL/Low Income Indicator
- 21st Century Community Learning Centers Program Indicator
- Enrollment Type
- Enrollment Date
- RCDTS for Home School
- RCDTS for Serving School
- Entry/Grade Level
- School Year
- Full time Equivalent (FTE) Decimal
- Exit Date
- Exit Status
- Exit Type Code
Transcript Coding Project Overview

- **Elements required for assigning Students to Courses**
  - Identifies Student
    
    | Element                  | Requirement  |
    |--------------------------|--------------|
    | SID                      | Mandatory    |
    | SAPID                    | Optional     |
    | Student Last Name        | Mandatory    |
    | Student First Name       | Mandatory    |
    | Date of Birth            | Mandatory    |
  
  - Identifies School Where Course is Being Taught (Serving School)
    
    | Element                 | Requirement  |
    |--------------------------|--------------|
    | Home RCDTS               | Mandatory    |
    | Serving School          | Mandatory    |
    | School Year              | Mandatory    |
Transcript Coding Project Overview

- **Elements required for assigning Students to Courses**
  - Identifies Unique Course

<table>
<thead>
<tr>
<th>Term (Semester)</th>
<th>Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Course Code</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Local Course ID (Code)</td>
<td>Optional</td>
</tr>
<tr>
<td>Local Course Title</td>
<td>Optional</td>
</tr>
<tr>
<td>Class Start Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Class number / Section Number</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Level</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Articulated Credit</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Setting</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Credit</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Sequence Number</td>
<td>Optional</td>
</tr>
<tr>
<td>Sequence Number Total</td>
<td>Optional</td>
</tr>
<tr>
<td>Final Letter Grade (Term)</td>
<td>Optional</td>
</tr>
</tbody>
</table>
Transcript Coding Project Overview

- Elements required for assigning Students to Courses

<table>
<thead>
<tr>
<th>Element</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Numeric Grade (Term)</td>
<td>Optional</td>
</tr>
<tr>
<td>Maximum Numeric Grade (Term)</td>
<td>Optional</td>
</tr>
<tr>
<td>Total Attendance (Number of Classes)</td>
<td>Optional</td>
</tr>
<tr>
<td>Actual Attendance (Number of Classes)</td>
<td>Optional</td>
</tr>
<tr>
<td>Single Parents including Single Pregnant Women (CTE Courses only)</td>
<td>Optional</td>
</tr>
<tr>
<td>Displaced Homemaker (CTE Courses only)</td>
<td>Optional</td>
</tr>
<tr>
<td>Class End Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Class End Type</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
Transcript Coding Project Overview

Steps 6 & 7

- More information at the November 16, 2010 Final Webinar
## Key Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: EFE Training – August 2010</td>
<td>08/24/2010 10/15/2010</td>
</tr>
<tr>
<td>Step 2: Transcript Coding Project - Aligning Secondary State Courses to Local Courses</td>
<td>Today 1/14/2011</td>
</tr>
<tr>
<td>Step 3: Integrate State Course Codes Locally</td>
<td>Today 7/31/2011</td>
</tr>
<tr>
<td>Step 4: Assign students to State Courses Locally</td>
<td>Today 7/31/2011</td>
</tr>
<tr>
<td>Step 5: Send Student Course Assignments to State SIS</td>
<td>2/1/2011 7/31/2011</td>
</tr>
<tr>
<td>▪ Submit CTE Courses</td>
<td></td>
</tr>
<tr>
<td>▪ Submit all Secondary State Courses</td>
<td></td>
</tr>
<tr>
<td>Step 6: Assign Teachers to State Courses Locally</td>
<td>TBA TBA</td>
</tr>
<tr>
<td>Step 7: Send Teacher Course Assignments to State SIS</td>
<td>TBA TBA</td>
</tr>
</tbody>
</table>
Next Steps

- Sign up for on-site training session or November 16th Final Webinar; bring appropriate local materials to on-site trainings
- Download the State Course Catalog for viewing only
- Download the Course Alignment Tool; print a sample page for reference
- Work with appropriate local personnel to complete a local crosswalk of courses, such as the department head or assistant superintendent
- Work with EFE Directors to identify appropriate CTE-described courses to put into the Course Alignment Tool
Where to Direct Questions

- **ISBE Help Desk**
  - (217) 558-3600
  - help@isbe.net

- **Course Alignment Policy or Course Related Questions** will be directed to Curriculum and Instruction Division

- **Course Alignment Technical Questions** will be directed to the IBM team
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Questions?